

Childminder report

Inspection date: 1 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder plans a welcoming environment, where children feel emotionally secure. They have strong positive relationships with the childminder and her assistants. Children settle quickly and make independent choices from the wide range of good-quality resources to lead their learning. For example, children enjoy practising using scissors. The childminder and her assistants provide good support, demonstrating and encouraging children to hold them correctly. Older children recognise numerals as they explore number puzzles and younger children gain a good understanding of sizes as they find clothes to fit their dolls. Children of all ages love books; even the youngest children select books, take them to the childminder and concentrate well, eager to get another when finished. Children are inquisitive and willing to have a go at new skills. The childminder and her assistants provide sensitive support, so children are willing to keep trying and are delighted with their achievements.

Parents no longer enter the premises as they did before the COVID-19 pandemic. The childminder has found that children now settle and engage quicker in their chosen activities. Parents comment very positively on the provision. They say that their children have grown in confidence since being with the childminder; they have self-belief and are willing to take on challenges. They describe the adults as kind, dedicated, loving and smiley.

What does the early years setting do well and what does it need to do better?

- The childminder has an ambitious curriculum and a good understanding of how to support children's development through sequenced learning. She and her assistants know the children well and plan activities to support each of the children's next stages successfully. They focus on embedding children's prime areas of development to underpin all other areas and prepare them well for school.
- The childminder has strong partnerships with parents. She seeks good information on children's interests and routines, which helps her to meet their individual needs well. Parents appreciate the childminder addressing possible concerns quickly and helping them to seek further support. She makes good observations of children's development and meets with parents to share her reports and support learning at home. However, she does not obtain detailed information on children's starting points before they start, to enable her to plan even more effectively from the start.
- Children are eager to take part in planned activities. The childminder ensures that her assistants know exactly what the learning intension is for each child. Adults listen well to children and enable them to lead discussions. For example, children demonstrate that they know where acorns come from and that squirrels

eat them. They support children in finding out further information and provide good role models, explaining that they too did not know foxes ate acorns. However, when children are keen to try to get an acorn back into its cup, they suggest this can not be done, missing the opportunity for children to solve problems through trial and error.

- The childminder and her assistants provide good support for children learning English as an additional language. Adults ensure they speak clearly and introduce new vocabulary, giving children plenty of time to think and respond. Children are eager to join in with group discussions and the childminder ensures they are included fully. The childminder provides an inclusive environment and supports children effectively in recognising their own uniqueness and valuing other people's differences.
- Children develop good practices to keep themselves safe, such as road safety on outings and using scissors at the table. Daily routines help to secure children's understanding of healthy practices. They help themselves to their water bottles and make healthy choices at snack. Older children blow their noses and independently wash their hands. Children have daily opportunities to be outdoors. Older children know how to dress appropriately for the weather and learn to put their coats, shoes and hats on independently.
- Children behave well. Older children are polite and respectful. For example, they ask their friends to please move their chair to enable others to get passed. There is lots of laughter and children display a great sense of humour. The childminder empowers children to say no or stop if they are not happy with another's actions. She provides good support so that children develop resilience to setbacks. For example, when the tower they are building falls, children do not get upset but instead start again.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge and understanding of safeguarding practices, including wider aspects and local concerns. Recent training has enabled the childminder's assistants to have a greater understanding of the 'Prevent' duty for England and Wales. The childminder and her assistants know what to do and who to report to should they have any concerns that children may be at risk of harm. This includes who to go to outside of the childminder's home, if they should have a concern about a colleague. The premises are secure and good risk assessments are carried out, to keep children safe appropriate to their ages and abilities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- focus the quality of teaching on enabling children to solve problems through trial and error
- seek more detailed information from parents on children's developmental starting points, to plan even more effectively as soon as they start.

Setting details

Unique reference number	EY441064
Local authority	Somerset
Inspection number	10235645
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	18
Number of children on roll	36
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in North Petherton, Somerset. She works from 7.30am to 6pm each weekday, for 47 weeks of the year. The childminder employs three assistants, two of whom work with her at any one time. The childminder holds an appropriate early years qualification at level 3 and one of her assistants holds a level 2. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intent and the inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the interactions between the childminder, her assistants, and the children. The inspector spoke with the adults at convenient times.
- The inspector carried out a joint observation with the childminder and discussed the impact on children's development.
- The inspector spoke with a parent and children, as well as reading written comments from parents left for the inspection and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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