

# Childminder report

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Inspection date:

10 November 2022

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**Overall effectiveness****Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is good

Children are very happy and feel safe in this clean, well-organised home environment, with a secure outside area. They play together with enthusiasm and love to share their ideas. For example, when playing outside, they pour water into jugs and decide to have a tea party and make puddles so 'the rabbits can have a drink too'.

Children have a very strong bond with the childminder. They show affection and go to the childminder for emotional support or when they need help.

Children move around extremely confidently as they make their own choices. They join in adult-led activities with excitement, such as painting paper poppies, listening to stories and singing their favourite songs.

The childminder has very high expectations of behaviour. As a result, children behave exceptionally well. They listen and follow instructions and learn safe routines. They are kind and helpful to each other. For example, when children need a knife to butter their toast, other children help them find one.

Parents speak highly of the childminder's professionalism, excellent communication and regular feedback about their children's learning and well-being. They say the childminder provides a 'calm and nurturing environment in safe caring hands', where 'social and language skills develop well', and where their children are always excited to go.

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

- The childminder organises the environment so that activities and resources are available for children to learn across all areas of learning and development. She carefully monitors the children's choices and continually assesses the children's progress, addressing any gaps in learning by introducing appropriate support or by planning adult-led activities.
- The childminder is exceptionally good at extending children's learning through challenging their thinking skills. For example, when children encounter a problem when their ball goes over a fence, she seeks their own views first and skilfully leads them to find a solution.
- The childminder is aware of difficulties arising from the COVID-19 pandemic on children's social, emotional and language development, and supports children and their families. For example, she introduces 'emotion coaching', which helps children recognise and understand their own emotions.
- The childminder and her assistant use opportunities to introduce counting and new words, such as 'twice' when reading stories, and 'maracca' when children

join in playing instruments. The childminder sensitively waits for children to suggest rhyming words in a song. This helps children develop good listening skills and an awareness of rhyme and rhythm.

- The childminder provides rich experiences for children to learn about their local community and beyond. The children excitedly recall going to the post office, buying a stamp and posting a card to their parents. The children benefit from regular meets with other childminders, where they share additional activities. For example, they learn about new materials, such as wax. The childminder extends the children's curiosity by talking about what wax is used for, including fire safety around candles. She shares this with parents so that they can reinforce those important messages.
- The childminder is committed to helping children become independent and resourceful thinkers. She encourages their independence skills throughout the day, including preparing the table and cutting fruit at snack and putting on coats and boots. She is very respectful to the youngest children, asking them if she can wipe their nose or change their nappy, so that they can anticipate these routines and understand what is involved.
- The childminder uses opportunities to extend her own knowledge through training and having discussions with other childminders, such as enhancing the value of the progress check for two-year-old children. The childminder supports her assistant in understanding the provision's ethos. However, she is yet to embed effective systems for sharing her deep knowledge of the children, particularly their next steps, to support children's learning further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has effective policies and procedures in place to keep children safe. The childminder has a suitable vehicle and car seats to transport children when on school runs or going on visits. Both the childminder and her assistant are very knowledgeable about signs and symptoms of abuse and neglect and would know what to do if there were concerns or an allegation was made. Safeguarding, paediatric first aid and food hygiene qualifications are current and renewed regularly. Adult supervision is vigilant at snack and lunchtimes, and children who are sleeping are checked at regular intervals and are always within earshot. The childminder follows safe recruitment processes when taking on an assistant.

## What does the setting need to do to improve?

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

- explore ways to regularly share planning of children's next steps with staff, to further strengthen the sequence of learning for individual children.

## Setting details

<b>Unique reference number</b>	EY349218
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10235086
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	5 December 2016

## Information about this early years setting

The childminder registered in 2007. She lives in Midsomer Norton, Somerset. She operates each weekday, for 48 weeks a year, including before and after school. She receives funding to provide free early education for children aged two, three and four years. The childminder and her assistant hold an early years qualification at level 3.

## Information about this inspection

### Inspector

Margaret Dobbs

### 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 childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the childminding provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises the curriculum.
- The inspector observed the interactions of the childminder and the children during activities and routines, both inside and outside.
- The inspector looked at relevant documentation.
- The inspector took account of the views of parents.

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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