

# Childminder report

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Inspection date:

22 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

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 happy and relaxed in the childminder's welcoming and engaging home. They confidently explore the enticing range of activities that the childminder offers and are keen to explore the activities which reflect their individual interests and stages of development. For example, younger children play with the childminder, developing their hand-to-eye coordination and motor skills. The childminder is very kind, friendly and fun in her approach. The children have developed strong bonds with her and seek comfort when they are tired or need help finding a resolution to a problem. Older children confidently talk to her as they play, as she shows a keen interest in what they have to say. She skilfully asks them questions and models the use of language to increase children's use and understanding of vocabulary and concepts.

Children are emotionally secure, as the childminder has a very good understanding of their individual needs, routines and preferences. For example, younger children quickly settle for their nap, feeling safe in the familiar routine. Children develop their own independence well. For instance, older children dress themselves when going outside, cut up their fruit and pour drinks for their friends at snack time.

The childminder has high expectations and the children are well mannered. Children are generally very well behaved. When children encounter difficulties, the childminder carefully supports them in managing their feelings and teaches them how to name their feelings. The childminder knows the children well. She monitors their progress in partnership with parents. Parents receive regular updates about their children's next steps in learning. Children make good progress in their development.

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

- Children benefit from many outings to places of interest. They frequently visit places which are outside, to learn about nature and develop their understanding of the world. They visit parks and soft play areas to support their physical development. The childminder regularly meets with another childminder so that the children can increase their social skills, as they learn how to play alongside, and with, other children.
- The childminder helps children to develop a good understanding of mathematical concepts and language, using words such as 'full' and 'heavy.' When children play, she provides a commentary and models counting and naming colours.
- Children develop an understanding of what it means to be healthy. The childminder provides healthy lunches for the children and supports parents' understanding of providing nutritious meals for their children. The children have a range of opportunities to be physically active at the setting, for example,

younger children enjoy riding bikes.

- The childminder is a role model in her use of communication and language. Children show a keen interest in stories and they show their delight when having stories read to them. A good range of books are easily accessible, to encourage children to use and handle books independently. Some older children enjoy mark making and developing their writing skills. However, the writing opportunities on offer do not engage the younger children as well as they could.
- Parents are kept well informed about their children's progress. For example, the childminder shares photos and information about the children daily. The childminder has very strong relationships with parents. They speak very positively of her and describe her as a, 'wonderful childminder.' They describe the good progress their children make in their learning and development. Parents say the childminder provides, 'rich and fun adventures' and that they, 'couldn't recommend her enough.'
- The childminder evaluates her practice and adapts her setting according to the children's needs. She skilfully plans activities to ensure they meet the learning needs and interests of the children attending. However, some planned activities do not meet the needs of the youngest children. This prevents them from developing their engagement and concentration skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder ensures the areas children access and the activities and outings they take part in are safe, secure and suitable. The childminder talks to children about keeping safe and teaches them safe practices, such as learning how to cross a road. The childminder makes certain the environment is safe for children to play in upon their arrival by conducting daily risk assessments.

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

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

- provide more opportunities for older children to practise their mark-making skills
- improve the planning of the curriculum to support younger children to develop their engagement and concentration skills more.

## Setting details

<b>Unique reference number</b>	EY340156
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10235040
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	20 February 2017

## Information about this early years setting

The childminder registered in 2006 and lives in Ilchester, Somerset. She works Monday to Friday, all year round, with the exception of bank holidays, Christmas and family holidays. The childminder holds a qualification at level 3. The setting is called, 'Small Sparkles.'

## Information about this inspection

### Inspector

Leanne Galloway

### 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 gave the inspector a tour of the premises. She talked about children's learning and progress and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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