

Childminder report

Inspection date:

29 November 2022

Overall effectiveness	Good
------------------------------	-------------

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

The childminder is experienced and knows how children learn. She ensures she offers age-appropriate experiences as part of her planned curriculum. Children relish experimenting with play dough. They test out their ideas and imaginatively create little apple pies. They put these in the play kitchen oven. The childminder encourages their thinking well. Children talk about things being 'hot' and they find the oven gloves and use these to get the tray out.

Children build their independence skills well with the childminder's thoughtful support. She offers ideas, techniques and praise as children do things for themselves, building their confidence and willingness to have a go effectively. Children persevere to put their shoes on when it is time to go outside. They start to lead their own self-care, such as using the potty or toilet and washing their hands. Babies relish the freedom to toddle about. They pull themselves up on equipment to investigate, exploring different toys and resources. The childminder is close by to offer them reassurance and help if needed. Babies successfully work to manoeuvre themselves into the little chairs at the activity table and smile proudly as they achieve their goal. Babies and children show a 'can-do' attitude and are proud of their achievements. They develop key skills that give them a good start for their future.

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

- Babies and children settle well and develop secure relationships with the childminder. She is kind, caring and attentive. If children become upset, she spends time settling them, such as offering cuddles and reading them stories. They thrive on her attention and reassurance and are happy in her home. Parents say that the childminder has a warm loving approach and that children are comforted and nurtured in all the right ways.
- The childminder outlines what each child needs to learn next and focuses her planned activities and support on closing gaps in their development. She conscientiously shares information about children's learning needs with other providers of settings the children move on to. This promotes a consistent approach to the support children receive.
- Children progress their physical skills well and the childminder offers them lots of encouragement and praise. They enjoy being active in the fresh air. Young children readily follow their interests playing with balls in the childminder's garden. They develop their coordination well as they toddle about, throwing the balls and excitedly watching them bounce. Older children have great fun blowing bubbles and master this skill well, using the bubble wands effectively.
- The childminder supports children's emerging and growing language. She gets down to children's level, sensitively joining their play and extending their

learning. She asks children questions to encourage their speech. Children name colours and begin to recognise shapes. However, the childminder does not always make the most of opportunities to encourage children to explore other mathematics concepts as they play, to develop their skills as much as possible.

- The childminder builds strong beneficial relationships with parents. They collaborate closely, sharing a comprehensive range of information about children's achievements and interests. The childminder works closely with parents to support children's learning at home. Parents say that they are kept fully informed about their children's day and their well-being.
- Children are beginning to learn about risks and to follow the boundaries in place for their own and others' safety. Older children play together well and develop good social skills. Babies and younger children are supported to manage their emotions and frustrations. However, the childminder does not always offer explanations for these, to help younger children understand the needs of others and then learn from these experiences.
- The childminder obtains the advice of other local childminders, including her daughter who is also a registered childminder, to keep abreast of changes to legislation and acquire good practice ideas. She thinks about what she provides for children and works to identify areas for improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection issues and a thorough awareness of how to report concerns, to protect children's welfare. She undertakes training to refresh her knowledge. The childminder keeps her home clean and well maintained. She ensures that the play equipment is in good condition and appropriate for the ages of the children. She is vigilant as children explore and gives them prompt reminders on safe practices to ensure children stay safe as they play.

What does the setting need to do to improve?

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

- make the most of opportunities to develop and extend children's mathematical skills
- provide children with greater support as they try to manage their emotions, helping them understand the needs of others and learn from their experiences more effectively.

Setting details

Unique reference number	142242
Local authority	Somerset
Inspection number	10234218
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	1 February 2017

Information about this early years setting

The childminder registered in 1999 and lives in Shepton Mallet, Somerset. She operates Tuesday to Thursday, from 8am to 5.30pm, all year round.

Information about this inspection

Inspector

Rachel Howell

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 areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views on the childminder's provision with the inspector.
- Relevant documents were reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022