

# Childminder report

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Inspection date: 15 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

### The provision is good

The childminder has a calm and patient nature. Children build good relationships with her and the rest of her family. The childminder is caring and treats children with kindness and respect. Children learn to appreciate others' needs. They learn to share the play spaces and resources and enjoy being with other children.

The childminder ensures that her curriculum focuses on providing children with challenging and enjoyable experiences. She implements her activities well to support many areas of children's learning and children's skills progress well. For example, children are keen to make bread with the childminder. They recognise numbers on the scales and measuring spoons. They coordinate their movements mixing and kneading the dough. They learn to form 'pinchy fingers' to add some salt and use scissors effectively to snip the finished dough. The childminder models using books and items such as the recipe to teach children that print carries meaning and can be used as a source of information. The childminder ensures that children all follow strong hygiene practices. She teaches them the importance of this and tips such as catching their germs in their hand or arm when they cough. Children are proud when they use the soap dispenser independently and smile proudly as the childminder praises them.

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

- The childminder shows dedication to her provision and providing the best she can for children. She has worked hard to develop her practice since the last inspection. She has undertaken a range of training to refresh and extend her knowledge, such as to extend her support for children's mathematics skills. She works with other local childminders to gain new ideas. She has evaluated all aspects and implemented improved practice to ensure that children's care and learning are supported to a good level.
- The childminder liaises with parents and other settings that children move on from, to get a clear picture of children's needs when they start at her provision. She continues to collaborate closely with parents to outline children's development needs and support children's learning at home.
- The childminder adapts her approach and teaching well to ensure that children of different ages and abilities are challenged appropriately. For example, children create with natural materials. They investigate crunchy leaves, lichen and thistle flowers and the childminder encourages children to remember the names of the different items. They talk about their creations and discuss that they are making a bed for the hedgehog to rest on.
- Children take on challenges and do things for themselves. They persevere well with the childminder's encouragement. She takes time to outline easy achievable steps to help children develop their independence skills. Children learn to put on

their coat and even though they think they cannot do so, they work hard and do up their own zip. They enjoy chopping up fruit at snack time and pouring their drink. They develop positive attitudes to learning and developing their skills.

- The childminder observes children on an ongoing basis to assess their development and identify what they need to learn next. She links her planned activities to children's interests and learning needs. However, at times she does not make the most of available learning opportunities to fully extend children's development and close the gaps in their learning as quickly as possible.
- Children's communication and confidence develop effectively. The childminder values what children have to say. She asks them questions to encourage their discussion and helps the other children give quieter children time to speak. She patiently explains things to children, offering new words and introducing interesting concepts, she takes time to reinforce these to ensure their understanding and extend their learning. Children are curious and keen to learn. They explore unusual fruit, such as dragon fruit, and they learn about yeast and how ingredients change.
- Children enjoy being active in the fresh air and join in with enjoyable games in the childminder's garden, acting out being rabbits and racing to get to their 'burrow'. The childminder takes children out into the local community to develop their understanding of the world and build their confidence in new situations. They learn about nature through woodland activities as well as growing and harvesting produce. They also meet with children of a similar age at sports activities and other group sessions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what action to take if she has concerns about a child in her care. She regularly undertakes child protection training to help refresh her knowledge. She has also undertaken food hygiene training to help her develop her health and hygiene practices to a good level. The childminder ensures her provision is safe and secure, and children are supervised closely. She assesses and minimises the risks to children in her home and garden effectively, and when out on trips. She teaches young children how to keep themselves safe. For example, they listen to her clear explanations and follow her instructions when they play in the snow and ice in the garden.

## 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 all available learning opportunities to extend children's skills and close the gaps in their learning even more quickly.

## Setting details

<b>Unique reference number</b>	EY457515
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10218551
<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>	3 to 10
<b>Total number of places</b>	4
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 December 2021

## Information about this early years setting

The childminder registered in 2013 and lives in Bath, North Somerset. She runs her provision seven days a week 6am to 8pm all year round. The childminder is in receipt of early education funding for children aged four years.

## Information about this inspection

### Inspector

Rachel Howell

### Inspection activities

- The inspector discussed any continued 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 of the childminder's provision with the inspector.
- Relevant documentation was 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.

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