

Childminder report

Inspection date: 10 January 2023

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

Children are confident in the childminder's home. They independently select resources, explore and are curious. For example, they are eager to find out what happens when they add water to gel, watching with wonder as it expands. They are motivated to take part in activities and enjoy the childminder's company. She encourages them to have a go and keep on trying, so they are pleased with their achievements. The childminder provides a good role model for learning. For example, she shows surprise when children find a different way of doing something and praises their success. They are then keen to try again. The childminder engages them in good discussions and children are confident communicators. Children behave well and if young children get frustrated, she sensitively and successfully supports them in managing their feelings. All children show respect for their environment and help to tidy up.

Parents confirm the good exchange of information with the childminder, to ensure their children's consistent care and development. Parents comment positively on how their children benefit from the outings the childminder organises and they appreciate her taking them to groups. They state this has had a good impact on children's social skills, relationships, and speech development.

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

- The childminder seeks good information to know what children can already do when they first start with her. She makes effective use of government guidance to monitor their progress and know what they need to be learning next. The childminder has improved the organisation of her playroom, so that children have boxes of resources linked to their interests. This enables her to support and develop their ideas. Following her last inspection, she successfully plans for children who prefer to learn outdoors, meeting all their needs well.
- The childminder observes what interests the children and provides additional resources to move their learning on effectively. For example, when children start stacking the threading buttons, she provides block shapes. Children excitedly explore and use trial and error to find out what works. The childminder demonstrates how a larger base enables a stronger structure and children see how they can build higher. However, the childminder's teaching methods are, sometimes, not as effective when supporting young children's mathematical development.
- Children develop good practices to manage their personal needs and keep themselves healthy. For example, older children know to wash their hands after using the toilet and before eating. Young children wipe their nose and learn to use a pedal bin to dispose of the tissue. They discuss the importance of removing germs and healthy eating at snack time. Children regularly help

themselves to drinking water. The childminder provides good resources to support children's awareness of caring for their teeth.

- The childminder joins in with children's play and extends their knowledge and skills well. For example, as children explore the doctors' set, she demonstrates and explains what the different tools are for. Young children then copy. However, she refers to the stethoscope, syringe, and blood pressure tools as 'this', missing some opportunities to extend children's vocabulary.
- Through play and planned activities, children have a positive awareness of people's differences and the wider world. For example, they dress up in traditional costumes and use resources from different cultures in their role play. The childminder knows the children well, so she meets their individual needs successfully.
- Partnerships with parents and other professionals are strong. The childminder works closely with parents to support children's development, such as potty training. Parents confirm that the childminder shares important information with other settings, especially to meet the needs of children with special educational needs and/or disabilities (SEND). Together they ensure children receive early help where needed.
- The childminder keeps herself up to date through online information and meeting with other childminders and sharing good practice. She continues to evaluate her practice well and identify further improvements. The childminder seeks ongoing training to develop her knowledge and skills. For example, she has extended her awareness of SEND to ensure she can support the needs of individual children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms to be aware of and the procedures to follow if she has any safeguarding concerns. She keeps up to date through training and has a good awareness of concerns in the community. The childminder carries out good risk assessments on and off the premises. She supports children well in managing appropriate risks to challenge their development, while keeping them safe. The childminder quickly recognises signs of changes in children's normal behaviour and takes appropriate action to protect them and others if children become ill.

What does the setting need to do to improve?

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

- use all opportunities to introduce new vocabulary and extend children's language skills even further
- develop teaching skills to support young children's mathematical development

more effectively.

Setting details

Unique reference number	118468
Local authority	North Somerset
Inspection number	10234109
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 1996. She lives in Worle, near Weston-super-Mare, North Somerset. The childminder provides care Tuesday to Thursday, term time only. She receives funding to provide free early education for children aged two and three years. The childminder holds an appropriate early years qualification at level 4.

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 and the inspector discussed how the childminder organises her provision and her curriculum intent.
- The inspector observed the quality of education being provided indoors and the impact on children's development.
- The childminder and inspector carried out a joint observation on children's play and the quality of teaching.
- The inspector spoke to the childminder, observed care practices, and assessed safeguarding, at convenient times.
- The inspector spoke with parents and children and read parents' written feedback. The inspector 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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