

Childminder report

Inspection date: 11 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to engage with the childminder. She prepares her indoor environment successfully, knowing what the children enjoy. As a result, they confidently separate from their parents and start exploring the exciting resources. Children behave well and have good manners. The childminder, who is calm and gentle, has high expectations. She listens to children and shows them respect as they speak. The childminder enables children to have an opinion and make suggestions. For example, they request music and choose the songs they want to sing, using technology to play it. The childminder provides good support for children to become independent. She involves them in daily routines, managing their personal needs and taking care of the environment. The childminder engages children well in their chosen activity. She provides good support to help them consider ways to solve problems, using trial and error. For example, children work out how to make a train track, whether straight or curved pieces are the best to use and which way round they need to go to join up.

Parents confirm the positive impact the childminder has had on their children's development, particularly their confidence, social skills, and speech. They state their children love going to the childminder's home and she provides lots of exciting activities, so children have fun learning.

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

- The childminder has a good understanding of her curriculum intent. She knows the children well, working effectively with parents to know what they can already do. The childminder uses children's interests to motivate their learning and focuses on embedding their prime areas of development. She enables children to become immersed in their learning and develop their own ideas. For example, she leaves resources out from a planned activity, and children continue to practise new skills and make up their own games.
- The childminder plans good activities to support children's next stages of learning. For example, they learn to use tools with control and coordination. Children form a pincer grip to use tweezers, preparing them effectively for later writing skills. The childminder demonstrates counting, helping children to make predictions and test their ideas. She enables older children to understand what numbers represent, through good teaching skills.
- Children are good communicators. They excitedly narrate what they are doing as they play and come up with their own descriptive words, such as sponges feeling 'softly'. She helps children to recall previous learning and older children initiate conversations. The childminder points out significant words when she reads books and sometimes pauses for children to fill in the words they know. However, she reads some books too quickly, not always giving children enough

time to process the content and engage fully.

- Children develop good practices to keep themselves safe and healthy. For example, they thoroughly wash their hands before eating. Children have healthy snacks and help themselves to fresh drinking water. Children enjoy exercise, such as dancing, and have good opportunities to use equipment at the local park. They learn road safety and the possible hazards in the countryside. Children have good opportunities, through discussions, stories, and role play, to understand the importance of oral health.
- The childminder has good discussions with parents to find out any changes to children's routine or care needs. She works closely with parents to support children's development, such as speech and potty training. Following her last inspection, the childminder now obtains all permissions and information from parents when they first start at the setting. She keeps accurate records of children's attendance.
- The childminder evaluates her practice well and continues to extend her professional development. For example, she meets with ex-nursery colleagues and other childminders to discuss good practice. The childminder uses the local environment to broaden children's understanding of their community and the natural world. However, although she has identified that she is not planning her outdoor environment as affectively in winter, she has not implemented her plans to improve this, to support those who prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training and has a good knowledge of safeguarding procedures. She knows the signs and symptoms that children may be at risk of harm and the procedures to follow to protect their welfare. The childminder has a good awareness of wider aspects of safeguarding, such as internet safety and the 'Prevent' duty. She knows about concerns in the area and what to be alert to. The childminder carries out good risk assessments on and off the premises and ensures good health and safety with her dogs. She knows she must always keep children in her sight or hearing to keep them safe.

What does the setting need to do to improve?

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

- focus professional development on reading books to give children enough time to process the content and engage more effectively
- implement development plans for the outdoor environment, to plan for children's learning preferences more successfully in inclement weather.

Setting details

Unique reference number	EY483628
Local authority	Somerset
Inspection number	10231341
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 February 2022

Information about this early years setting

The childminder registered in 2015. She lives in Pedwell, Somerset. The childminder offers care from 7.30am to 6pm Monday to Friday all year round. She holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector discussed any continued 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 a planned activity.
- The inspector spoke to the childminder, observed care practices, and assessed safeguarding, at convenient times.
- The inspector spoke with the children and read feedback from parents left for the inspection. 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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