

# Childminder report

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Inspection date: 23 January 2023

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

### **The provision is good**

Children are very happy and secure in the childminder's care. They have good relationships with the childminder and the other children who attend the setting. The childminder provides children with a good range of resources and equipment. Children are happy to ask the childminder to help them with their games. They are confident to make their own choices about what they want to play with. Children are affectionate towards the childminder. They tell her that they love her and cuddle into her to look at books, or sometimes just for a cuddle.

The childminder recognises that some children need support to learn to manage their feelings and behaviour. She takes time to help children to understand how their behaviour has an impact on others. Children listen and learn to follow boundaries. With support, they are learning to share and take turns with the toys. Children have a wide range of experiences with the childminder. She takes them on outings in their local area to learn about their surroundings, and they have opportunities to socialise with other children and adults. Children benefit from lots of fresh air and exercise. For example, they go on trips to the park and they enjoy nature walks, where they like to collect things to use to paint with and to be creative.

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

- Since the last inspection, the childminder has made a lot of improvements to her environment and practice to benefit the children. She has removed risks that were present previously so that children are safe in her home. She has worked closely with other professionals and has taken part in training to develop her teaching, to meet children's learning needs.
- The childminder supports children's language development very well. For instance, she gives children eye contact, models language and introduces new words to their vocabulary. The childminder supports children when they struggle to pronounce new words, such as 'astronaut'. Children are confident at communicating their needs and interests to involve their friends in their play.
- The childminder supports children's love of stories and books. Children are confident at choosing books and sitting on the childminder's lap to listen to their favourite stories. They are keen to listen and they enjoy helping the childminder to tell their favourite stories.
- Parents are very happy with the care that their children receive. They say that the childminder has a lovely relationship with their children and that their children really enjoy being with her. Parents say that the childminder supports children's learning well, and she works closely with parents to support children's progress further, such as with toilet training.
- The childminder has good procedures to monitor children's progress and to

provide a wide range of activities and experiences. Children are keen and excited to be part of all of the activities that she provides. However, at times, the childminder does not consider how to arrange activities and group times well, to prevent children from becoming distracted. At times, there are too many resources out and children get distracted and lose interest in what the childminder has planned for them.

- The childminder knows the children very well. She skilfully interacts with children to support their learning further. Children thoroughly enjoy going on an imaginary journey with the childminder. They pretend to swim in the sea and play on a see-saw with their friends. They talk about their journey and consider how to keep themselves safe. Children play using their imaginations and practise using their developing language skills.
- The childminder supports children to learn to follow boundaries and good hygiene practices. She talks to children about being healthy and about washing their hands before they eat. However, she does not use the opportunities that arise to support all children to develop their independence. For instance, she continually wipes children's noses instead of encouraging them to learn to do it themselves. In addition, she often tidies away for children instead of encouraging them to be involved. This means that the childminder spends a lot of time doing things for children that they could be doing themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder recognises her responsibilities to keep children safe. She has a good understanding of the signs that might suggest that a child may be at risk of harm. The childminder knows how to monitor and report any concerns that she has in order to protect children's welfare. She supervises children closely to ensure that they are not at risk, and she helps children to learn to keep themselves safe. For instance, they learn not to climb on the furniture and they talk about making sure they have their seat belts on when they are travelling in a vehicle.

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

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

- review the organisation of group times to maximise learning opportunities for all children
- provide children with more opportunities to be independent in the setting.

## Setting details

<b>Unique reference number</b>	EY289470
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10252068
<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>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	2 August 2022

## Information about this early years setting

The childminder registered in 2004. She lives in Yeovil, Somerset. She provides care for children from 7.30am until 5.30pm, Monday to Friday, all year round. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Victoria Nicolson

### 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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed children playing and learning, and talked to children at convenient times during the inspection.
- The inspector spoke to parents and took account of their views.
- The childminder provided the inspector with a sample of key documents on request.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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