

Childminder report

Inspection date: 24 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Young children clearly display how confident, happy, and secure they feel in the childminder's home. The childminder plans an exciting environment, which inspires children's curiosity. For example, babies eagerly crawl to a table and pull themselves up to see what they can find. They explore pinecones, sparkly material and soft toys linked to a story. The childminder provides good support, helping non-mobile babies have the same experiences and uses their fascination to extend their vocabulary. Children become confident communicators. For example, babies babble and when the childminder responds, they listen and babble again, in conversation style. When the childminder shows them the birds outside, they point, showing their understanding. They copy gestures, such as waving goodbye and point at their bottle to make their needs known.

The childminder uses mathematical language, such as counting and naming shapes, so that young children will eventually use them for themselves. Parents describe the childminder as wonderful, commenting on how well she communicates with them. They confirm the good progress their children are making, especially in their social skills and friendships. Parents are particularly appreciative of the wide range of activities and outings the childminder plans. They say their children learn something new at every visit. The childminder works closely with the local pre-school to support consistent care and education.

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

- The childminder works closely with parents to obtain important information before their children start at her provision. This enables the childminder to get to know the children's routines and what they can already do. She monitors their progress effectively, including completing the required progress check for two-year-old children and has a good understanding of what they need to be learning next. The childminder then uses children's interests and fascinations successfully to motivate their development.
- Children concentrate well on self-chosen and planned activities. For example, babies use their senses to explore coloured, shaped blocks. They listen to the different sounds the items inside make. They pass the blocks from one hand to another, and never take their eyes off the block they can hear sounds coming from as the childminder moves it around.
- The childminder has a clear vision of what skills and knowledge she wants children to have before they go on to school and how she can help them to achieve that. For example, she ensures they become as independent as possible. Babies learn to feed themselves and older children take care of their personal needs and manage their clothes. Children develop positive attitudes to learning, they concentrate and are willing to have a go at new experiences.

- Children gain a positive awareness of people's differences and their own uniqueness. For example, babies establish a sense of themselves when the childminder gives them a mirror and points out their features. Older children learn about people in their community and the wider world. They learn to respect others' opinions and know right from wrong. However, the childminder is less certain of how to implement ways of helping early years children to understand about democracy.
- The childminder provides a good role model and calm environment. She is gentle with babies, speaks calmly and sensitively to children, and helps them to understand how to treat others with respect and kindness. The childminder meets babies needs well. She holds them in her arms to have their eagerly anticipated bottle and talks soothingly to them as she changes their nappy, so they cooperate happily.
- The childminder continues to attend training and develop her practice. For example, she has implemented new ideas on planning an environment that makes a difference. This has had a positive impact on children's learning and development. She seeks parents' feedback to ensure she is meeting their needs. However, she does not use all current guidance to evaluate her practice and identify precisely how to provide even higher quality education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs to be aware of should a child be at risk of harm, including local safeguarding concerns and wider aspects. She knows who to contact for advice or to report any worries. The children have a good awareness of the importance of risk assessments, while allowing children to make decisions and be challenged in their development. For example, she minimises risks in her home when babies are learning to walk. Older children make dens in the woods, learning safe practices. The childminder ensures she has effective training if she has to use specialist medical equipment, such as an Epipen.

What does the setting need to do to improve?

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

- extend ways of focusing more precisely on self-evaluation to set actions to continue to raise the quality of the provision even further
- develop knowledge of helping older children to understand about democracy through their play and activities, to help them gain an even greater awareness of British values.

Setting details

Unique reference number	EY405630
Local authority	Somerset
Inspection number	10265325
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	0 to 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 June 2017

Information about this early years setting

The childminder registered in 2010. She lives in the village of Martock, Somerset. The childminder provides care Tuesday to Friday, 8am to 5pm for 47 weeks a year. She holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider 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 a planned activity and the quality of teaching.
- The inspector spoke to the childminder, observed care practices, and assessed safeguarding, at convenient times.
- The inspector interacted with the 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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