

Childminder report

Inspection date: 2 February 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 behave well. Older children develop strong friendships. They are kind towards younger children and each other. Younger children receive prompt support from the childminder to share toys. They watch and learn from older children, who play harmoniously together. Children have good relationships with the childminder and her co-childminder and show confidence in their provision. Young children's care needs are well met. The childminder is mindful of these to make sure children are comfortable and happy. Parents say the childminder has a lovely manner and is kind, calm and patient with the children.

Children persist when challenges occur, and they show positive attitudes to developing their skills. The childminder plans experiences and support to extend children's learning, and they make good progress. Children develop their hand-to-eye coordination well as they paint. They carefully select colours, making patterns. Younger children are keen to try and are careful and thoughtful as they copy the older children. The childminder understands how children learn. She gets down to children's level and plays alongside them. Young children explore threading blocks and large beads onto thick threads. The childminder extends their exploration and sensitively assists them, offering them ideas and tips to help their success. In this way, children persevere, thread many items and are proud of their achievements.

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

- The childminder knows children well. Through her interactions with them and her observations of them as they play, she is aware of what they can do and when they need further support. She plans activities and ways that she will help them progress their skills.
- The childminder meets with other local childminders frequently, to jointly provide children with interesting activities and trips. Children get the chance to mix with other children of a similar age and develop their social skills. The childminder takes them to visit a wealth of interesting places. Children gain a good understanding of the world. They develop a love of nature on trips to the nearby wildlife park and National Trust venues. They build their physical skills and strength during visits to local parks, testing their skills on the different equipment.
- The childminder and her co-childminder prepare children for their move to school in a range of ways. Older children learn to do things for themselves, such as putting their coats and boots on independently. They work hard to do up the poppers or zip. They learn letters of their names and develop their maths skills. However, during some adult-led activities, the childminder does not make the most of opportunities to extend the oldest children's skills as much as possible and ensure they are fully challenged.

- The childminder talks to children as they play, providing a narrative and useful explanations. She repeats words and phrases so that younger children hear the correct way to say things. Children chatter confidently because the childminder listens to them and is interested in what they say. Children enjoy daily music sessions, joining in enthusiastically with the words and actions. They listen attentively to stories the childminder reads to them. Their communication skills develop well.
- The childminder has good relationships with parents. She shares information with them about children's care routines and achievements and makes sure she finds out about children's experiences at home. This helps to provide a consistent beneficial approach for children between the children's home and the childminder's provision.
- The childminder works closely with her co-childminder and other local childminders to gather new ideas. She uses this information to help develop their practice and provision. The childminder and her co-childminder have changed their assessment and planning processes quite considerably. This has affected the thoroughness of their assessments, particularly for the older children. At times, they are not fully outlining children's learning goals across all aspects of their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of how to keep children safe and updates her knowledge regularly through training. She is alert to the signs that a child may be at risk of abuse or neglect and knows the procedures to follow to report any concerns. The childminder and her co-childminder ensure children's safety when out in the community. They carry children safely in their cars and teach them about road safety when they are walking locally. Children show their awareness of this in their play, discussing that when traffic lights are red, that means 'stop'.

What does the setting need to do to improve?

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

- extend teaching and support to consistently challenge all children and develop their skills as much as possible
- enhance assessment processes further and focus more precisely on children's learning goals across all aspects of their development.

Setting details

Unique reference number	EY294691
Local authority	Somerset
Inspection number	10263937
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Frome, Somerset. She operates 8am to 4.30pm, Monday to Thursday, all year round. She regularly works with her mother, who is also a registered childminder. The childminder holds an appropriate qualification at level 3. She is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

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 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 on the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. 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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