

Childminder report

Inspection date: 1 February 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The friendly childminder has created a warm and welcoming setting. Children are happy and well settled in this home-from-home environment. They confidently make independent choices from the wide range of toys and activities on offer. The childminder has high expectations for all children. She ensures the learning environment supports children to learn new skills through play. For example, children learn to recognise colours and develop their knowledge of shapes, as they explore different-shaped, coloured acrylic blocks. Younger children hold the blocks close to their faces to investigate the colours. They laugh and giggle at their friends as they look through the coloured acrylic panel at each other. The children name the colours they see as they hold them up to the light. Older children experiment with different-shaped blocks. They twist and turn triangles to create a larger square.

The childminder knows the children well and she responds promptly to their individual needs. Children show they have formed positive relationships with her. They smile broadly as she offers them gentle cuddles and reassurance. Children know the routines of the day very well. This supports them to feel safe and secure in the childminder's home.

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

- The childminder implements an effective curriculum which is ambitious for children. She plans stimulating activities which captivate their interest well. This supports children to achieve their next steps in learning. For example, the childminder engages children in sensory experiences to build their confidence. Young children begin to touch and feel the wet and dry texture of cornflour and water in a tray. They watch with intense curiosity as the childminder grasps some of the cornflour and water to mix together in her hands. The children use words such as 'wow' as the cornflour changes texture to form a liquid, which drips from the childminder's fingers. This motivates the children to explore for themselves. Children demonstrate a positive attitude to learning.
- The childminder has a good understanding of how children learn. She gathers information from parents about their children's routines, interests and abilities. She observes and monitors children's progress to identify any possible gaps in learning. The childminder shares regular updates on children's care and development with parents. She shares information with some of the other early years settings children attend. However, she does not ensure continuity of care is effective by sharing information with all settings children attend.
- The childminder understands how to support children's speech and language development. She engages children in conversations during play and offers them enough time to think and respond to questions she asks. For example, children

experiment with different tools as they make marks in dough. The childminder encourages them to talk about what the marks look like. Children observe the indentations they have made and identify shapes such as rectangles. They are developing their listening and attention skills well.

- Generally, the children's behaviour is good. They listen well and follow instructions given by the childminder. For example, children help to tidy up the toys and equipment they have played with. They use good manners, such as saying 'thank you' during mealtimes. Overall, children play well, and they are respectful to their friends. However, at times during play, the childminder will interact too quickly when children are not sharing or taking turns with toys. She does not encourage children to learn how to resolve problems for themselves.
- Children are developing healthy lifestyles. They understand the importance of good hygiene routines. Children wash their hands independently after they use the toilet and before mealtimes. They choose what fruit they would like to eat at snack time. Children engage in daily walks to school where they enjoy fresh air and exercise. The childminder supports children to develop their physical skills beyond their usual environment. She plans visits to the local park, where children take appropriate risks to develop their gross-motor skills. This promotes children's self-esteem and builds firm foundations for future learning.
- Parents share their gratitude for the childminder. They say children are happy and have 'flourished' in her care. Parents state that children have grown in their abilities and self-confidence. They say children are making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge. This enables her to be alert to the signs and symptoms that may suggest a child is at risk of harm or abuse. The childminder understands the role of relevant agencies and the policies and procedures to follow should she have concerns over a child's welfare. She manages risks effectively in her home to ensure the environment is safe for children in her care. During walks in the community, the childminder teaches children about road safety and how they can stay safe. This promotes children's safety on outings.

What does the setting need to do to improve?

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

- strengthen partnerships with other early years setting that children attend, by sharing information about children's care and learning to support their overall development
- support children to resolve minor issues that arise during play themselves, to help them to develop their social skills further.

Setting details

Unique reference number	EY291797
Local authority	Somerset
Inspection number	10263238
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 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 April 2017

Information about this early years setting

The childminder registered in 2004. She lives in Ilminster, Somerset. The childminder operates from 7.30am to 5.30pm on Monday, Wednesday and Friday. She holds a relevant qualification at level 6.

Information about this inspection

Inspector

Hannah Williamson

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 setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of written feedback from parents.
- The childminder provided the inspector with a sample of key documentation 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023