

Childminder report

Inspection date: 13 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 are confident and happy in the childminder's home. She plans her environment effectively to enable children to lead their learning, so they become engrossed in their play. She provides good interaction, helping to further children's knowledge and skills. For example, as they play with water beads, they use lots of mathematical language, noticing how water impacts on their size. They discuss how the colour changes with light or against a coloured background. Children compare them to frogspawn and the childminder helps them to recall the life cycle of a frog.

Children confidently set the childminder and themselves challenges, such as picking up water beads with chopsticks. The childminder is a good role model, explaining how difficult she finds it herself, so they all continue to try. When children describe the water beads as cold, the childminder helps them to recall what else is cold and this leads to another activity of trying to melt ice. The childminder provides good support for children to make predictions, test their ideas and solve problems. For example, when they think warm water will melt the ice, they find out it works but very slowly. They suggest a potato masher, but this is not successful. Eventually they settle on smashing it with a hammer.

Children's behaviour is exemplary; they have wonderful relationships. They have high levels of curiosity, great perseverance and resilience.

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

- The childminder works effectively in partnership with parents and other settings. She knows the children well and meets their individual needs successfully. The childminder monitors children's development well to plan for their next stages and quickly identify where children may need additional support. Parents comment that she has supported their children with going out of their comfort zone and enhanced their development. Parents of those children who are now at school say their children are above expected levels and attribute this to the childminder.
- Children benefit from the childminder planning an ambitious curriculum, providing them with the knowledge and skills they need to be ready for school. She carefully considers the different stages of children's abilities and ensures they are all included. For example, they all contribute to a picture of spring using natural resources and things they identify on walks, such as lambs made from real wool.
- The childminder supports children's communication and language skills consistently well. This was raised as a recommendation to improve at her last inspection. She now recasts any incorrect or mispronounced words children use

and adds vocabulary, helping children to understand the meaning. For example, children learn the difference between a spoon and a ladle and use it in their play. She engages children in discussions, helping them to extend their ideas, and make links across their learning and home experiences.

- Children develop good practices to keep themselves safe and healthy. For example, older children are completely independent in managing their toileting needs. The low-level sink enables them to wash their hands, and they confidently explain how this stops germs and makes their tummy happy. Children drink plenty of water and recognise which are the healthiest foods in their packed lunch. The childminder enables children to take appropriate risks, such as using a hammer to break ice, which furthers their development. However, although she is quick to intervene to explain safety rules, she does not always help children to think of possible risks and ways to minimise them first, to extend their understanding.
- Children are highly motivated and excited by their learning. They are eager to participate and demonstrate a thirst for knowledge. Children are extremely well behaved, polite and have excellent relationships. They soon became confident in the inspector's presence and engaged happily in discussions. Children are extremely curious. For example, they ask what words say and mean, and are inquisitive about why a torch has a head strap.
- The childminder evaluates her practice well. She seeks parents' and children's feedback and considers how she can improve. For example, she is seeking training to provide more forest-school activities. However, sometimes, in planned activities, she provides too many resources and although children keep trying, they become slightly overwhelmed with choices. The childminder soon recognises this and suggests stopping the activity; so, occasionally children do not complete the learning intention.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently attended training to update and extend her knowledge of child protection, including wider aspects. She has a good understanding of the signs to be aware of that a child may be at risk of harm. She knows the procedures to follow and the organisations to contact, to take immediate action to help protect children. The childminder knows the role of the local authority designated officer and her responsibility to inform Ofsted of any allegations. The childminder carries out good risk assessments to keep children safe on and off her premises.

What does the setting need to do to improve?

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

- improve the use of resources in planned activities to enable children to complete the curriculum intent, to enhance their development even further
- help older children to consider risks in activities and suggest ways to minimise them for themselves.

Setting details

Unique reference number	142713
Local authority	Somerset
Inspection number	10264580
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	4 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	20 June 2017

Information about this early years setting

The childminder registered in 2000. She lives in Yeovil, Somerset. She offers care from 6am to 8pm Monday to Friday, and for occasional weekends and overnight care. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 provider and has taken that into account in their evaluation of the setting.
- The childminder discussed her curriculum intent. The inspector observed the quality of teaching and learning and the impact on children's development.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The childminder and the inspector carried out a joint observation on a planned activity and discussed the impact on children's development and ways to develop practice.
- The inspector spoke with children, and read written comments from parents and 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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