

Childminder report

Inspection date: 23 March 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 are happy in the childminder's home. They demonstrate that they feel safe, showing confidence. Children build strong relationships with the childminder and her husband, who works as her assistant. Parents are very positive about these beneficial bonds and say that they are the result of the care and time that the childminder and her husband give the children.

The childminder plans experiences and support to extend children's learning, and they make good progress as a result. She organises the day well, giving children time to follow their ideas as they play. Children develop their hand control and coordination well. Older children connect blocks, discussing their designs and the bridge they have put in their tower. They use items such as chalks to make marks, forming shapes. They use tools effectively as they plant seeds. The childminder helps younger children to steer the pot and gives further explanations and tips for their success.

Children show a good sense of independence and responsibility. They cut up their fruit for snack and spread their own toppings. Younger children do well with the childminder's assistance. Children get their wet weather clothes on to go into the garden. They show very good skills, including the younger children, managing these tasks by themselves and persevering very well.

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

- Partnerships with parents are strong. The childminder shares lots of information with them about children's time at her provision and the plans she has in place for them. Parents value the childminder's experience and helpful advice and the support that she gives their children and themselves.
- The childminder and her husband provide a calm, nurturing atmosphere. They are kind and considerate and foster these values in the children. The childminder helps young children to understand the boundaries in place for their safety. They listen and adapt their actions. They share toys and begin to enjoy the company of the other children. Older children show thoughtful behaviour towards the younger ones, often giving them a gentle hug and sharing toys with them.
- The childminder focuses closely on assessing what each child can do and what they need to learn next. She outlines any gaps in children's development and makes plans to support them to close these gaps. She works closely with parents and other professionals. The childminder ensures that there is a consistent approach to the support children receive and that they get any additional help they need to reach their potential.
- The childminder and her husband take children out to explore the local and wider community, which helps to build children's confidence in new situations

and their understanding of the world. They visit nearby parks and the local library. They also attend playgroups with the children. This enables children to meet with others of a similar age and develop their social skills.

- The childminder is experienced and knows how children learn. She offers effective support for older children to develop their skills in readiness for school. Older children count items, and they make marks and form shapes, discussing these as they draw. They enjoy books and attentively listen to stories. They manage their own personal care needs. The children show pride in their achievements and positive attitudes to developing their skills.
- The childminder is chatty and engages children in conversation. Older children show very good skills. They readily talk about their creations and chat about their day, including what they had for breakfast. Younger children show good understanding and are starting to use their words to communicate. However, the childminder misses the chance to offer them clear words to help them develop their speech further. Additionally, at times, she is not always successful in engaging younger children at story time, ensuring she fully supports their listening and attention skills.
- The childminder and her husband work well together. They think about what they provide and how they can improve it further. The childminder uses her memberships of professional organisations to undertake training to refresh her knowledge and develop her practice further.

Safeguarding

The arrangements for safeguarding are effective.

Both the childminder and her husband have a good understanding of safeguarding issues and know who to contact if they have any concerns about a child's welfare. They undertake training regularly to keep their child protection knowledge up to date. They also regularly renew their first-aid training and carry out risk assessments to ensure children are safe when in their home and when on trips out. They supervise children closely and offer them reminders of safe practices, such as not to run outside if it has been raining heavily, as paths could be slippery.

What does the setting need to do to improve?

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

- make the most of opportunities to extend younger children's communication skills further.

Setting details

Unique reference number	EY414357
Local authority	Somerset
Inspection number	10279762
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 10
Total number of places	8
Number of children on roll	15
Date of previous inspection	1 August 2017

Information about this early years setting

The childminder registered in 2010 and lives in Castle Cary, Somerset. She operates 8am to 5.30pm, Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3. She regularly works with her husband as her assistant. The childminder is in receipt of early education funding for children aged two and three 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 her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and 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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