

Childminder report

Inspection date: 5 April 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 arrive happy and eager to explore and take part in the activities. The childminder puts out resources, such as play dough, and although there is no requirement to be involved, all children are highly inquisitive and soon are all engaged. The open-ended resources enable children to use their good imagination and lead their learning. For example, while one child makes an aeroplane and collects small-world people to go in it, another bakes a cake using the toy oven. The childminder highlights how children use resources in different ways, such as small sticks as wings on their plane or as a cutting tool. Children learn to solve problems, such as finding ways to get the dough out of a mould. They use a wide range of vocabulary and happily share resources with their friends. There is a calm but busy environment, where children are very determined to succeed. Parents confirm how much their children love coming to the setting. They say the children are always happy and they have never seen any child upset. Parents like the homely environment and comment that the adults have the same values as their own. They confirm they share good daily information to provide consistent care and learning for children.

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

- The childminder has a clear understanding of her curriculum intent. She knows why she has certain activities and resources out and how they help children to achieve their next stages of learning. For example, she plans scooping activities to support young children in feeding themselves. Her long-term plans are for children to be confident, have good social relationships and effective language skills. This she implements successfully.
- The childminder ensures a highly inclusive environment, where children are extremely confident. They develop a very strong sense of their own identity and respect for other people. For example, very young children beam with delight as they hear the adults and older children sing in their home language. Despite the childminder currently only caring for children under three years, children's behaviour is exemplary. They thoroughly enjoy their time in the childminder's home.
- Children become independent in their self-care and daily routines. The adults are good role models for healthy practices. They wash their hands before helping children to have their nutritious snack, and ensure that children drink plenty of water. Children know the soapy bubbles catch the germs, so they need to 'wash them all away'. Children have individual flannels and towels and remove their shoes on arrival.
- The childminder gets to know the children well, including their interests, which she uses to engage them successfully in activities. Children become engrossed in their self-chosen activity. For example, they excitedly choose their favourite

book and take it to an adult to read to them. Others gather around and want to listen. However, on occasion, other adults talk over children having stories, making it harder for them to hear and engage fully.

- Children benefit from the childminder's good-quality teaching. For example, she demonstrates to young children how to use a shape sorter, then gives them plenty of time to use trial and error to learn. In larger groups, the childminder busily tries to meet the needs of all the children. However, occasionally, she moves their learning on before they have had time to fully explore how to use the resources available.
- Children become confident communicators. The childminder provides good support. For example, she introduces new vocabulary and uses words with actions to aid understanding. Later children are heard repeating this, saying 'squishing' and 'squashing' as they roll out dough, for example. Following recent training, the childminder is mindful of using more mathematical language in everyday routines and activities, so children hear and start to use the language for themselves.
- The childminder supports her co-childminder and assistants well. She seeks parents' feedback and observes children's use of the environment. Working closely with her co-childminder and assistants, they make ongoing changes and evaluate its impact. For example, the childminder has had a new covered patio area built, enabling the children to have an outdoor area that they can use even in inclement weather.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with current safeguarding procedures through regular training. She has a good knowledge of how to identify if children are at risk of harm and the procedures to follow to help keep them safe. The childminder risk assesses her environment daily and ensures the premises are secure. She enables children to challenge themselves and take appropriate risks to further their development. For example, adults encourage babies to turn around and go down steps feet first. Toddlers are then able to manage this for themselves. During role play, she helps children to understand that ovens can be hot and to use gloves to protect their hands.

What does the setting need to do to improve?

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

- help children to listen and concentrate on stories without distractions
- in group activities, give children enough time to explore and use resources before moving their learning on.

Setting details

Unique reference number	EY364237
Local authority	North Somerset
Inspection number	10280525
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 2
Total number of places	18
Number of children on roll	21
Date of previous inspection	23 August 2017

Information about this early years setting

The childminder registered in 2007. She lives in the hamlet of Dolberrow, near Churchill, North Somerset. The childminder works alongside another childminder and two assistants. They operate their service Monday to Thursday, from 8am to 6pm and on Friday from 8am to 3pm, for 49 weeks a year. The childminder receives funding for the provision of free early years education for children aged two years. She holds qualified teacher status.

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 led by her co-childminder. They discussed the impact on children's development and ways to develop practice.
- The inspector spoke with parents and children, looked at written feedback 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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