

Childminder report

Inspection date: 4 April 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

Children are very happy in the childminder's home. They develop strong bonds with her, which supports them to settle well and to play with confidence. The childminder is extremely attentive to their needs and provides comfort and reassurance to children when they need it. For example, a child falls over and the childminder immediately provides them with comfort and cuddles.

The childminder knows the children extremely well and uses their interests effectively to support their learning. Her curriculum provides children with varied experiences that ignite their love of learning. This supports children to progress to the next stage of their development. Older children show a keen interest in gladiators and ask the childminder what the word 'battlement' means. The childminder extends learning by using the internet to search the definition. The childminder relays the meaning and encourages children to write the word, supporting their early writing skills. Younger children enjoy exploring pictures of emotions on lanyards that the childminder has made. They point to the faces and begin to label the emotions, such as 'happy' and 'sad'. This supports children's emotional development and encourages them to understand and be able to communicate how they are feeling.

The childminder provides an environment for children and babies that focuses well on their communication and language. For example, babies look in awe as the childminder uses facial expressions when talking to them, and they begin to kick their legs and wave their arms in excitement.

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

- The childminder has a varied curriculum and she understands the sequence of child development. She focuses on providing children with the key skills they need to be ready for school, including being independent, confident and good communicators. The childminder knows the children well. She takes detailed information from parents to help her to form children's starting points. She uses assessment well to ensure that children are making good progress in their development. This allows her to plan for children's next steps in learning effectively, particularly the older ones. However, at times, the childminder does not provide babies with more focused learning opportunities that target their next steps, for example to help them with crawling and sitting up.
- The childminder intends for children to be confident and resilient learners before they transition on to the next stage in their educational journey. She provides various opportunities for children to develop independence. For example, children put their 'wellies' on and attend to toileting needs without adult support.
- The childminder provides a range of experiences to enhance children's

understanding of the community they live in. Children enjoy outings with the childminder, for example to the park, local toddler groups and rhyme time, where they have opportunities to socialise with others.

- The childminder promotes children's awareness of safety and being able to manage their own risks. For example, children recognise that they have to press the button and wait for the green man on the traffic lights before they can cross. Parents comment on how their children then relay this back to them. Younger children take care when walking up and down a small slope in the garden, showing that they understand how to do this safely.
- Parents report positively on the care and learning their children receive. They say that their children enjoy their time with the childminder and that they value the variety of activities provided. The childminder provides questionnaires for parents to collate their views about the care and education she provides. Parents comment positively on the wonderful opportunities their children receive, like visiting the library, which supports their literacy skills and love for books.
- The childminder attends regular training to help improve her skills and knowledge. The most recent training about special educational needs and/or disabilities (SEND) has increased her understanding of child development, meaning she can quickly identify gaps in children's learning and development. The childminder puts strategies in place to ensure that she can provide these children with the targeted support they need to make the best possible progress. Support plans for children with SEND are shared effectively and communication between professionals is consistent, ensuring good levels of development.
- The childminder builds good relationships with other settings that children attend. They share information regularly and, as a result, children receive consistent levels of care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She updates her safeguarding training regularly and has a good understanding of the procedures to follow in the event of concerns about a child. The childminder can confidently identify the signs that may indicate that a child is at risk of harm. She provides children with opportunities to explore risks safely within the secure environment she provides. The childminder regularly assesses risk to ensure all areas are safe for the children.

What does the setting need to do to improve?

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

- provide babies with more learning opportunities that target what they need to learn next.

Setting details

Unique reference number	EY434604
Local authority	Somerset
Inspection number	10276449
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 July 2017

Information about this early years setting

The childminder registered in 2011 and lives in Street, Somerset. She provides care Monday to Thursday, 8am to 4pm for 48 weeks of the year, including before and after school. The childminder holds an early years qualification at level 3 and receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Chelsea Woollard

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 her evaluation of the setting.
- The childminder and the inspector carried out a learning walk and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, assessing the impact this has on children's learning.
- The inspector spoke with the childminder and the children at appropriate times throughout the inspection.
- The childminder showed the inspector a range of documentation, including evidence of suitability checks for adults living in the home and her first-aid certificate.
- The inspector obtained parents' views through discussion.

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