

Childminder report

Inspection date: 18 May 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

The childminder knows the children in her care very well. She is in tune with their needs and sensitive to their feelings and offers them caring support. Children grow in confidence. The childminder offers them lots of reassurance, encouragement and praise, building their self-esteem and belief in their own abilities. Children are happy and feel safe in the childminder's provision. They build strong, beneficial relationships with her and really enjoy her company.

The childminder has a good understanding of child development. She focuses closely on what children need to learn next, making suitable plans for how she will help them achieve these. She links to children's interests successfully, engaging them in activities. Children develop their dexterity well. They make marks with chunky chinks. They throw bean bags into a bucket, developing their aim and hand-to-eye coordination. They play with dough, investigating its feel, and imaginatively create items. They test out their ideas, forming plans and making changes to improve their creations, such as adding little candles to their dough cakes. They concentrate, and with the childminder's patient support they work hard when they encounter difficulties. They persevere well to cut the dough into pieces. Children make good progress and gain useful skills for their future learning.

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

- The childminder teaches children about behaviour expectations and helps them begin to appreciate the needs of others. She uses a calm and consistent approach, patiently persevering with her explanations. She helps young children manage their emotions and share resources, including children who require particularly perceptive intervention and additional support.
- The childminder supports children's communication effectively. Babies babble and copy the childminder's speech, starting to form clear words. She repeats these back to the babies, adjusting the pronunciation to help them improve their language further. She asks children questions as they play to help them build their conversation skills. Older children chat confidently with her on a wide range of subjects.
- Children develop their mathematics skills well. The childminder offers them interesting and practical opportunities to practise these, motivating them well. Children sing counting songs with the childminder. They count candles and pieces of dough with increasing confidence. They recognise numbers, talk about quantity and name shapes.
- The childminder has good relationships with parents. She shares comprehensive information with them about all aspects of children's care and development. Parents are appreciative of this and feel well informed. Parents comment that, from the very beginning, the childminder has sought to understand their children

and their needs and worked with them to support children closely.

- The childminder reads to children regularly throughout the day. They enjoy snuggling on the sofa with her. They really love stories and have their favourite books, selecting these independently. She thoughtfully takes the story at the children's pace, listening to them and discussing the points they are interested in. She offers explanations of new concepts and extends their learning well, skilfully adapting her support for their different ages.
- The childminder assesses children's achievements and progress and outlines gaps in their learning. Although she has links with some of the other settings that children attend, she does not link with all the settings promptly, before children start with them. This means that the useful knowledge and information she has regarding children's care and learning is not shared to support a consistent approach and smooth transition for children.
- The childminder takes children out on regular trips to build their confidence in new situations. They visit playgroups so children can mix with others of a similar age. They go to parks and nature areas, encouraging children to be active and build their understanding of the natural world.
- The childminder continues to develop her practice. She has links with other local childminders to help her keep up with changes to guidance and gain good practice ideas. She thinks about what she provides for children and gains the views of parents to help her outline how she can improve her practice and provision further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home clean and well maintained. She ensures that it is safe and secure and that children are supervised closely. She uses gates to limit babies' access to higher-risk areas, such as the stairs. She ensures that the toys and equipment are in good condition and appropriate for the ages of the children. The childminder keeps up to date with the local safeguarding procedures. She knows what action to take if she has concerns about a child in her care. Furthermore, she regularly undertakes child protection training to help refresh her knowledge.

What does the setting need to do to improve?

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

- promptly link with other settings before children start attending them, sharing information to promote a smooth transition and a consistent approach to the support children receive.

Setting details

Unique reference number	EY431097
Local authority	Somerset
Inspection number	10288818
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Frome, Somerset. She operates 7.45am to 5pm, Wednesday to Friday, all year round. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged two, three and four 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 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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