

Childminder report

Inspection date: 10 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the childminder's home. The childminder and her assistants know the children well and provide individual comfort and greetings to help children settle quickly. The childminder has made positive changes to the curriculum since the last inspection. She and her assistants have completed training on different ways to provide an exciting, well-sequenced curriculum that they are embedding in practice. The childminder makes sure that she and her assistants talk with parents about what children know, like and can do at home so they can use this to plan effective next steps in learning for children.

Children enjoy joining in with new topics that the childminder and her assistants use to expand on their interests. Recent ones include animals and eggs. The childminder provides plenty of resources, toys and books that stimulate conversations and play. Children explore and experiment with paint and eggshells. They talk with the childminder and assistants about the 'crunchy' sound the shells make as they crumble them in their hands. The childminder makes connections to the sound that the dry leaves made, that they found at the park. The childminder makes sure she gathers information from everyone involved in the care of the children. She notices when children may need extra support and puts this in place to help them learn well. All children, including those with special educational needs and/or disabilities, are starting to make good progress in their learning.

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

- The childminder focuses on children's communication and language. She provides books linked to different topics and children's interests. She and her assistants talk with the children, ask questions and provide new words to increase children's vocabulary. The childminder shares a book with older children about eggs. Children offer suggestions about what animal they think might come from the different eggs. The childminder encourages children to compare size and colour, and to count the eggs. However, she sometimes does not provide children with sufficient time to think or respond to questions.
- As children play, the childminder and her assistants offer reminders about sharing and turn-taking. They respond quickly when they notice younger children trying to take toys from babies. They remind them of 'kind hands' and 'gentle voices'. Older children recall that they can use the sand timer to share favourite toys. They patiently wait for the sand to run out and then pass the toys to their friends. However, when the childminder and assistants make changes in the routine, they do not explain well what they want children to do. For example, when it is time for snack, lunch or story time, they set out the water to wash hands but do not tell children they want them to help put toys away first. Some children continue playing. Others do help put toys away, while

others decide to go and wash their hands.

- The childminder provides new toys for the children to build on their skills and knowledge. She uses these in different ways to support what children of different ages and stages of development need to learn next. For example, she helps older children recognise and sequence numerals as they play with toy animal figures, matching them to the correct numbered 'house'. For younger children who are learning their colours, she focuses her interactions on getting them to recognise the colours of the toy animals and houses to get them to match them up. Children concentrate well and have fun.
- Outdoors, children use wheeled toys, a slide and a swing to practise their physical skills. The childminder and her assistants offer reminders about using the equipment safely. They remind children that the slide needs to be over the safety mat before they slide down. Assistants set up a large painting activity with children's help. They attach paper to the frame of the swing and then provide paint for children to use. Some use the brushes to make shapes and patterns, while others paint their hands and make handprints. The childminder talks with them about the colours and shapes, and compares the sizes of their different handprints.
- Partnership with parents is good. The childminder makes sure she shares what children like doing and learning. She talks with parents about the move into school and arranges for teachers to visit to meet the children. She shares relevant information about children's progress and helps with getting children ready for the changes to come. Children are well prepared for the move on to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know what to do in the event of concerns about the welfare of children or allegations against themselves. They know the procedures to follow for recording and referring any incidents. The childminder has made changes to her risk assessments to make sure children are safe. For example, she and her assistants supervise children when they are eating, and pets are kept in separate areas away from where children are playing. She makes sure assistants continue to be suitable to work with children through appropriate checks, continuing professional development and monitoring. She arranges training to make sure they have current knowledge of safeguarding procedures and how to administer first aid.

What does the setting need to do to improve?

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

- continue to build on the curriculum to make sure it is meeting the needs of the

children

- give children clear messages to help them understand how to care for their play spaces and prepare them for changes in the routine
- make sure staff provide time for children to think and respond to questions.

Setting details

Unique reference number	EY321415
Local authority	North Somerset
Inspection number	10275766
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	10
Number of children on roll	12
Date of previous inspection	8 March 2023

Information about this early years setting

The childminder registered in 2006. She lives in Weston-super-Mare, Somerset. The childminder employs three assistants. She offers care for children on Monday to Friday from 6am until 6pm, all year round. The childminder holds a childcare qualification at level 4 and one of her assistants holds a qualification at level 3.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector carried out a joint observation of a group activity by the assistants with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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