

Childminder report

Inspection date: 10 October 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 feel safe and happy in the childminder's and her assistant's care. They settle quickly, becoming engrossed in play with their peers. Children really enjoy exploring the outdoor environment. The growing area captivates children when they pull up carrots they had sown earlier in the year. The childminder is ambitious for every child and builds their confidence through friendly, interesting and investigative conversations. They talk about the soil clinging to the vegetables and observe the tiny white roots you do not see on shop-bought carrots. Children are confident and have their own ideas of what to do. They organise themselves with brushes and bowls of water as they clean their carrots, ready to bake cupcakes another day.

The childminder and assistant make sure that children benefit from lots of fresh air and exercise. They regularly visit their allotment and help children develop control of their bodies as they dig holes to prepare the ground for planting. The childminder provides children with lots of motivating activities that help them practise fine motor control with their hands and fingers. Children use different tools to scoop and delicately pour dry ingredients into different-sized bottles. They maintain their concentration as they learn skills that help them prepare for future learning.

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

- The childminder places great importance on communication and language, social skills and building children's confidence. She intends for her curriculum to support children to be self-assured in the fundamental skills they need to succeed later in life. The childminder incorporates other areas of learning into the broad range of activities and experiences she provides. Children love exploring local historical buildings while learning about past events. They are fascinated and discuss the smooth texture of snakeskin during reptile visit experiences.
- The childminder celebrates books and uses them to drive her intended curriculum. She incorporates relevant books into planned activities so that children are constantly hearing a broad range of vocabulary. The childminder shares non-fiction books as children learn about harvest time and the machines farmers use to collect different types of food. She provides children with toy farm machines like tractors and combine harvesters that complement the information children see in the book. Occasionally, the childminder can provide too much stimulation, making it difficult for younger children to concentrate on the book she is reading. For example, some young children find it difficult to focus on discussions about books while eating snacks at the same time.
- The childminder accurately identifies children's needs quickly. She assesses their

needs and communicates concerns with their parents. The childminder supports parents and works closely with external agencies. She is proactive in planning and providing targeted interventions, particularly for children with emerging special educational needs and/or disabilities. The childminder and her assistant model language well, simplifying vocabulary appropriately to children's developmental needs. Children who have gaps in their learning are catching up with their peers.

- The childminder and assistant support children to be independent. They teach children to look after themselves by reminding them where the tissues are when they need to wipe their noses. Children follow the routines that the childminder has established. They wash their hands and pour their drinks of water when thirsty. The childminder and her assistant support children to make sure that they experience success, which motivates them to do it again.
- Children behave well. They listen to the childminder's and her assistant's instructions. The childminder and her assistant have high expectations of children's behaviour and the kindness that they show towards others. They remind children to use gentle hands and help children to understand how their actions can make other people feel.
- The childminder has developed effective partnerships with parents. Parents say the childminder provides their children with a safe, caring, home-from-home environment. The childminder works closely with parents, exchanging ideas to provide children with learning experiences that help improve children's well-being, development and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have clear policies and procedures and are confident and knowledgeable about the signs that a child may be at risk of harm. They know who to report to if they have a concern about a child. The childminder teaches children road safety and makes sure that children are ready to follow instructions when going on trips out. The childminder and her assistant take care to minimise potential risks to the children in their care. They identify possible hazards, which they immediately remove to ensure the safety of the children.

What does the setting need to do to improve?

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

- ensure children benefit as much as they can from the learning intentions, to help them concentrate and fully focus.

Setting details

Unique reference number	EY493223
Local authority	Somerset
Inspection number	10305038
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 3
Total number of places	4
Number of children on roll	7
Date of previous inspection	8 February 2018

Information about this early years setting

The childminder registered in 2015. She lives in Yeovil, Somerset. She cares for children from 8am until 6pm on Monday to Friday, except for six weeks throughout the year, which include Christmas and bank holidays.

Information about this inspection

Inspector

Jonathan Payne

Inspection activities

- This is 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The childminder spoke to the inspector about children's learning and development, focusing on communication and language.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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