

Childminder report

Inspection date: 28 November 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 provides an ambitious curriculum to address all areas of learning and development. For example, she devises activities that promote sorting, matching, and counting. Children search through a collection of small animals looking for particular features and find the four that match. They select their favourites and give them descriptive words, such as 'flying dinosaurs' and 'naughty cats'. The childminder adds to their vocabulary by providing the word 'pterodactyl'. She helps children to count accurately and notice differences and similarities. Children learn and practise early mathematical skills and learn new words.

The childminder is very sensitive to individual children's physical and emotional needs. This helps children feel safe and secure and strengthens the strong bond between them and the childminder. The children are extremely happy and relaxed in each other's company as they chat and play together. They behave very well. They listen to instructions and learn routines that keep them healthy, such as washing their hands thoroughly before eating.

Children learn to share their resources fairly. The childminder is an excellent role model and prompts children to use words such as 'please may I have' and 'thank you'. She encourages turn-taking and respect for each other's choices.

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

- The childminder plans an inviting curriculum with an emphasis on children's communication, social and emotional development. She knows the children well and considers their different learning styles, personalities and interests. As a result, she has a clear focus on the appropriate next steps for each child, which helps them to make good progress in their learning.
- Children have opportunities to explore and experiment as they learn. For example, they learn to blow bubbles in the garden. They notice that the bubbles do not pop when landing on the grass. The childminder explains that this is because the grass is wet. She captures the children's interest further by showing them the beautiful colours on the surface of the bubbles.
- The childminder is skilful at storytelling. She speaks very clearly and pauses to ask a question or point out a detail in a picture. She uses recall to re-engage the children when the story is interrupted. Children ask their own questions, such as seeking an explanation of a drawing. This helps develop children's listening and speaking skills and their understanding of how pictures can explain events in a story.
- The childminder does not rush the children. She allows them time and space to develop their play and thinking skills. She intervenes sensitively to facilitate, extend or explain. For example, children make an 'ultimate flying machine' from

interlocking bricks, and the childminder makes suggestions how it could be made more secure and less likely to fall apart. This leads to children's sustained interest in the construction and they learn about balance and stability.

- Children pursue their own imaginative ideas. For example, they use buggies inside to take the animals for a walk and use ride-on vehicles in the garden to go on 'journeys to the airport'. They fill up the tanks of 'petrol' at every opportunity. The childminder introduces the concept of paying for the fuel, using words that denote currency, such as 'pound'.
- The childminder encourages children to do things by themselves, for example to use rolling pins when playing with play dough. However, there are occasions when children's independence skills could be extended further, for example during snack time.
- Parents are highly satisfied with the 'caring and nurturing' environment. They say they have complete trust in the childminder to keep their children safe. Parents appreciate the amount of time that children are able to spend outdoors, for example, going to the park or growing fruit and vegetables in the garden.
- The childminder reflects on her practice and recognises that her knowledge and experience from working with parents in other contexts have an impact on the effectiveness of her own parent partnerships. For example, she acknowledges the importance of regular verbal communication and the involvement of parents to enrich their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly knowledgeable about safeguarding and child protection. She is aware of the signs and symptoms that indicate a child may be at risk of harm. She is aware of the procedures to follow in the event of an allegation being made against her and where to seek advice if she has any concerns about children. The childminder undertakes risk assessments regularly to ensure the setting is safe and secure.

What does the setting need to do to improve?

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

- use everyday routines to develop children's independence skills further so they can do more things by themselves.

Setting details

Unique reference number	142180
Local authority	Somerset
Inspection number	10308017
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 March 2018

Information about this early years setting

The childminder registered in 1992 and lives in Frome, Somerset. The childminder currently works all day on Tuesday and Friday and offers some after-school provision. She offers early years funding for children aged two, three and four years of age.

Information about this inspection

Inspector

Margaret Dobbs

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 setting.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to the childminder and the children at times during the inspection.
- The inspector looked at appropriate documentation.
- The inspector took into account the views of parents through written feedback.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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