

Childminder report

Inspection date: 13 June 2024

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

The childminder knows the children and their families well, and children thrive under her care. The childminder sequences her curriculum to build on what children know and can do. She uses information from parents, children's interests and her own observations to plan for children's learning. Children make good progress from their starting points. The childminder prepares children well for their next stages of learning. She uses additional funding effectively to support children's learning and development.

Children access a wide range of learning opportunities at the childminder's home and through outings to the local area. The childminder plans visits to the park, farm and childminder groups to provide children with exciting areas to explore and build on their knowledge. The childminder skilfully extends children's learning. For instance, while playing, she includes the children's next steps of learning and introduces mathematical concepts, such as counting, shapes, measuring and language of size.

Children develop good relationships with each other and form strong bonds with the childminder, which help them to feel safe and secure. Children are happy, settled and confident. They have positive attitudes to learning. They persevere with tasks. Children show determination when building models and shapes and when closing the zip on the trampoline to keep themselves safe inside. Children's behaviour is good and in line with their stage of development.

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

- Partnership with parents is strong. To promote continuity of care and learning, the childminder shares information about children's learning and routines with parents. She also gives them ideas on how to support children's learning at home. Parents praise the care and education that are provided for their children. Parents comment that, 'The childminder is very genuine. She has a real concern for those in her care and for their families.'
- The childminder supports children's communication and language skills well. She engages children in regular conversations throughout the day to extend and build on their communication skills. The childminder listens to the children, asks them questions and gives them time to answer. She narrates their play and introduces them to new words. For example, while children play, she introduces words to describe size, shape and textures. Children successfully build on their vocabulary.
- Children are developing a love of books. They look at books independently and with their friends. Children enjoy listening to a wide range of stories that introduce them to rhyme and story language. The childminder reads to children

regularly. However, she does not talk to the children about the stories or use questioning to develop children's understanding and maximise their early literacy skills.

- Children have good opportunities to develop healthy lifestyles. Older children manage their personal hygiene well. They show an understanding of the importance of regular handwashing before eating and after using the toilet. Children talk about the importance of brushing their teeth. Children relish the opportunity to use the garden daily for fresh air and exercise. The childminder understands the benefits of regular sleeping times for babies and toddlers.
- The childminder supports children's personal and social development well. She is a positive role model for the children. She treats them and their parents with respect and courtesy. Children play happily together, cooperating, sharing and taking turns. To promote self-esteem, the childminder praises children's efforts regularly. The childminder has established links with the other settings that children attend, which help to provide continuity of learning and care and help the children to feel secure.
- To promote diversity, the childminder has some resources and celebrates some festivals that help children gain an awareness of different cultures. However, this is not sufficient to teach children more widely about diversity and lives different to their own.
- The childminder evaluates her practices to ensure that her services remain relevant to the children in her care. She knows her strengths and is keen to improve the quality of her provision. The childminder attended training on behaviour management and on speech and language development to enable her to further support the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support children's understanding of stories to further develop their early literacy skills
- strengthen ways to teach children about diversity and lives different to their own.

Setting details

Unique reference number	EY282391
Local authority	North Somerset
Inspection number	10346987
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	8 August 2018

Information about this early years setting

The childminder registered in 2004. She lives in Weston-Super-Mare, North Somerset. The childminder operates all year round, from 8.30am to 6.30pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rosie Roberts

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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector reviewed the quality of education that is provided and assessed the impact this has on all children's learning.
- The inspector talked to the childminder, the children and the parents or carers at appropriate times 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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