

Childminder report

Inspection date:

23 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

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

Children soon settle and feel secure in the childminder's welcoming home. The good access to resources enables children to use them in their own way. For example, they pretend a cardboard box is a pair of binoculars. The childminder extends this well, helping them to develop their physical skills and imagination, as they make binoculars from tubes. The childminder extends their knowledge further, helping older children to learn the names of birds.

The childminder provides excellent support for children to believe in their own abilities. For example, she tells them that they are developing all the time and can do today what they couldn't manage yesterday. She has a good understanding of how to sequence children's learning, to help them embed their skills and keep developing them further. For example, young children thread laces through wooden fruit, while older children manage tiny beads with thin thread. This develops their hand-to-eye coordination and dexterity, as well as their concentration.

All parents are very positive about the childminder's provision. They describe her as nurturing and confirm that they work together effectively to deal with issues, such as behaviour and potty training. Parents appreciate how much time the childminder takes to help their child to settle in and build their confidence. They state that their children have developed a love of nature and art from the childminder.

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

- The childminder seeks good information to know children's starting points and uses this effectively to identify what children need to be learning next. She focuses appropriately on children's prime areas of development, to ensure they have the skills that underpin all other learning. For example, children become competent communicators. The childminder extends their vocabulary, helps them to recall previous learning and assists them to understand about listening and taking turns when speaking. She labels items, which sparks older children's interest in wanting to know the word.
- The childminder continues to develop her practice well. For example, she has had training to improve her planning. She now enables children to lead their learning, which has had a strong impact on their motivation. However, although she uses activities well to support children's next stages of development, sometimes she does not use daily routines as effectively or all impromptu opportunities as they arise.
- Children become independent learners. The childminder provides good support for them to make choices and extend their own ideas. For example, children find a torch that leads them to building a den. Then they read by torch in the dark

and make up songs about the torch. However, although the childminder plans many outings for children, she does not plan as successfully for when there is inclement weather. This has an impact for children who prefer to learn outdoors.

- Children develop good practices to keep them emotionally and physically healthy. They become increasingly independent in their self-care skills; even young children know to wash their hands before eating. Children of all ages manage as much as they can for themselves, such as buttering their own bread to have with soup. Older children can change their own clothes. The childminder meets young children's care routines well. They sleep, eat and have their nappy changed according to their individual needs.
- Children behave exceptionally well. Even the youngest children happily help to tidy up. Children of all ages have extremely positive attitudes to learning. They enthusiastically join in with activities and are fascinated by new ideas and skills. Children persevere with new tasks and want to succeed. For example, older children keep trying and don't give up as they attempt to find the end of a roll of tape, cutting it for themselves. They demonstrate wonderful concentration and self-control.
- The childminder is a strong, calm role model. Children have positive relationships and play well together. Daily routines support children well in gaining confidence in group situations. They play games, which teach them to share, take turns and consider others. For example, older children welcome ways of involving the younger ones in their games. The childminder provides good support for children to learn to value and respect each other's differences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard children. She has developed her knowledge of wider aspects of child protection through training. She knows how to identify if children are at risk of harm and the procedures to follow to protect them. The childminder carries out good risk assessments on and off her premises, and helps children to understand about keeping safe. For example, older children confidently explain which berries they can eat, and which are for the birds. They sit at a table to use small beads in a tray, to ensure they are not a risk to the youngest children.

What does the setting need to do to improve?

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

- make greater use of daily routines and impromptu situations to support children's next stages of development
- plan more effectively in inclement weather, for those children who prefer to learn outdoors.

Setting details

Unique reference number	118226
Local authority	North Somerset
Inspection number	10234106
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 February 2017

Information about this early years setting

The childminder registered in 1993 and lives in Clevedon, North Somerset. She operates Monday to Thursday, 7.30am to 5pm, during term time and school holidays as requested. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for children aged three years.

Information about this inspection

Inspector

Elaine Douglas

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 provider and has taken that into account in their evaluation of the provider.
- The childminder discussed her curriculum intent, and the inspector observed the quality of education, and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the interactions between the childminder and the children and spoke with the childminder at convenient times.
- The inspector carried out a joint observation with the childminder and discussed the quality of teaching and the impact on children's development.
- The inspector spoke with children, as well as reading written comments from parents left for the inspection, and took account of their views.

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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