

Childminder report

Inspection date: 21 March 2024

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 show they feel comfortable and safe with this friendly and nurturing childminder. Older children are familiar with the childminder's well-established routines, which helps them to know what is happening next. Babies and toddlers settle quickly. They receive praise and warmth during their interactions with the childminder. Her calm and patient manner encourages children to feel at home. The childminder recognises when babies are hungry or tired and swiftly attends to their needs. They snuggle in for hugs and settle well. The childminder is highly responsive to children's individual needs, and they are secure in their familiar routines.

The childminder's curriculum provides first-hand experiences to help children learn about the natural world. For example, children regularly explore the childminder's garden. They help to dig the soil for planting. The childminder interacts positively with the children, she understands the importance of developing children's concentration and listening skills, such as through reading books or daily discussions. The childminder has a love of literacy and ensures that children have access to a range of stories and factual books. The childminder finds inspiration in the positive relationships she has built with other childminders from the local community. She runs play groups to enhance children's experiences and social interactions with others. Children progress well and become ready for the next stage in their learning.

Children behave well. The childminder treats them with kindness and consideration. For example, when children take a book or toy from a peer, the childminder explains to them that this might make their friends feel sad. She helps children to find a way to make the situation right and suggests what will help. This helps children begin to learn how to cooperate and play well together.

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

- The childminder provides a curriculum that builds on what children know and can already do. She knows children well and assesses their development. Overall, the childminder provides a wide range of activities and new experiences. However, at times, during adult-led activities, she does not consider how to differentiate these to support younger children's individual ages and stages of development. This means children do not always learn what the childminder intends. For example, during an Easter activity, all children have the same resources and verbal instructions, which were difficult for the younger ones to use and understand, meaning they sat for a period of time until the childminder could support them in the learning taking place.
- Children thoroughly enjoy their time at the setting. However, the childminder

does not always organise the times in between activities, such as snack time, and returning to play after adult-led activities. During these times, younger children wander from one resource to another, and older children spend time sitting and waiting instead of engaging in activities.

- Communication and language forms an integral part of the curriculum. A rich vocabulary is shared with children as they play. The childminder sensitively repeats mispronounced words back to children in the correct form and promotes language during the day, pointing to items and naming these for younger children. As a result, children use their language well.
- Children respond well to the childminder's expectations and boundaries. They show care towards their friends, giving them cuddles if they are upset. For example, older children show compassion towards the younger ones. They openly put their arm around them to reassure them and help them to access toys they cannot reach.
- Children develop a real love of books. They are encouraged to regularly look at books and happily listen to stories. The childminder reads books with expression, and children are excited to see what might be on the next page. They independently choose books and sustain concentration well as they 'read'.
- The childminder uses many opportunities to build children's independence, such as putting on their own coat, socks and shoes themselves. Children understand the importance of good hygiene routines to stay healthy. For instance, they thoroughly wash their hands before snacks and mealtimes.
- The childminder uses opportunities throughout the day to support children's mathematical understanding. For instance, she reinforces children's number skills as they count lady birds in a book.
- Children benefit from plenty of fresh air and exercise. They have opportunities to extend their physical skills using a wide variety of play equipment. The childminder has an allotment garden where she grows produce with the children, to help them develop their knowledge of nature and their understanding of the world.
- Partnership with parents are effective. Parents appreciate the progress their children make. They value all the fun and stimulating activities the childminder organises for all children and admire her kind, flexible and knowledgeable nature.

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:

- ensure that the intended learning of planned activities is clear in order to support the individual learning needs of children at different ages and stages of development
- support children to engage in meaningful play opportunities more consistently throughout their day, to develop their focus, attention and concentration.

Setting details

Unique reference number	118453
Local authority	North Somerset
Inspection number	10336551
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 1998. She lives in Hewish, North Somerset. The childminder provides care Monday to Friday from 8am to 6pm, all year round. She provides funded free early years education for children aged two-, three- and four-years-old. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Marie Swindells

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and taken that into account in their evaluations of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 completed a joint observation with the childminder. Throughout the inspection the inspector spoke with the childminder and children at suitable times.
- The inspector viewed a range of documentation, including suitability documents and professional development certificates.
- Parents shared their written views of the childminder's setting with the inspector.

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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