

# Childminder report

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Inspection date: 26 April 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children flourish with the childminder. They show they are happy, safe, and secure at this extremely welcoming and warm environment. The childminder plans and delivers a curriculum that offers a wealth of learning opportunities both indoors and outside. All children, including those with special educational needs and/or disabilities (SEND) make good progress in their learning. They engage in a range of exciting and challenging activities and show excellent concentration and focus. Children's communication and language skills are developing especially well. They confidently express themselves and use a wide range of vocabulary as they engage in conversations with the childminder and each other. For instance, children explain in detail why they need to switch off the lights on a toy car to save the battery.

The childminder has clear and consistent boundaries and encourages children to interact and share with others as they play. Children are social, confident and behave remarkably well. For example, they call each other over to paint and offer their friends an apron.

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

- The childminder creates a positive and warm learning environment. She shows children great care, affection, and respect. She provides ample opportunities for children to be listened to and for them to make their own choices and decisions. As a result, children enjoy their time with the childminder and express themselves extremely well. Children smile, chat, and giggle as they play and interact with the childminder and each other. They excitedly tell the childminder what they are doing and proudly show her how they can climb the slide independently.
- The childminder skilfully asks questions to support children's independent thinking. She encourages them to 'have a go' and work things out for themselves. For instance, she supports children to paint their hands and rub them together to find out about colour mixing. As a result, children are confident to test and share their ideas.
- The childminder delivers a broad and varied curriculum. She has a good knowledge of each child and uses their interests to plan activities to stimulate and engage them in motivating learning experiences. For instance, she has developed a 'tool shed' in the garden full of tools and equipment for children who are keen on fixing things. However, she does not use information from her assessments of children's progress to focus activities and learning opportunities more sharply on what children already know and need to learn next.
- The childminder prioritises children's independence. For example, she encourages young children to use a knife to cut and peel their own fruit, while sensitively offering guidance and support when it is needed. This builds

children's resilience and helps them form positive 'can do' attitudes.

- Parents are extremely positive about the service the childminder provides. They comment on the home-from-home environment she provides for the children. They value the opportunities the childminder gives children when she takes them out on trips. However, the childminder does not regularly provide parents with detailed information about children's learning and progress to support their learning at home.
- The childminder is extremely passionate and dedicated to her role. She attends local training to maintain and improve on the already high-quality education and care she provides. She expertly uses knowledge and skills she has gained from a communication course to support children who need additional support with their speech and language development. All children, including those with SEND, demonstrate the impact of this training by competently using language for a range of purposes.
- The childminder shows her commitment to supporting children's learning and development through the wide range of opportunities that she provides. She regularly takes the children on the bus to visit the park and the library, and to meet others at the local toddler group. This enhances children's social skills and expands their knowledge and understanding of the local community.
- The childminder understands her responsibility to share information about children who attend other settings. She works well with outside agencies and other professionals to support the continuity of care and learning for all children.

## 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:**

- use the information gained from assessments of children's progress more effectively to better understand children's learning needs to provide more consistently targeted activities based on what children need to learn next
- work more closely with parents to enable them to continue their children's learning at home.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 162037                                                                            |
| <b>Local authority</b>                             | Somerset                                                                          |
| <b>Inspection number</b>                           | 10335068                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 7                                                                            |
| <b>Total number of places</b>                      | 8                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 4 June 2018                                                                       |

## Information about this early years setting

The childminder registered in 2001. She lives in Street, Somerset. She has a childcare qualification at level 3. The childminder cares for children each weekday, for most of the year. She operates between the hours of 8am and 5pm.

## Information about this inspection

### Inspector

Mikaela Jauncey

### 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 has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector held discussions with the childminder throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to children and parents.
- The inspector carried out a joint observation of a creative activity with the childminder.

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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