

Childminder report

Inspection date: 10 June 2025

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

Children are happy, settled and engage well in their chosen learning. The childminder carefully considers children's interests and successfully promotes these through a themed approach. This provides children with a broad and balanced range of experiences across all areas of their learning. For example, children enjoy exploring the coloured rice to create habitats for the frogs. They use a range of tools, such as scoops and spoons, confidently to transport the rice. Children use language well, for example explaining 'I put loads in' as they fill containers.

Children show a love of books. They choose favourite ones and sit together, handling and turning pages carefully. Older children support younger ones well, naming the objects in the illustrations when they are unsure. The childminder interacts when needed, for example, to help children recall the signs for the animals, to support their understanding further. Children show curiosity in the marks that they make when playing with the chalk. The childminder helps children to remember a similar incident with the sticky tape when they were mending books together. This helps children to link their learning and build on their knowledge.

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

- The childminder plans the curriculum well, knowing, from her regular observations, what children can do and need to learn next. She gathers essential information from parents from the start and regularly reviews interests and achievements. The childminder quickly identifies any gaps in children's learning and provides targeted activities to help children make progress.
- The childminder constantly talks to the children so that they hear language. Children have good opportunities to express their thoughts. The childminder sensitively corrects language, repeating words with the correct pronunciation. The childminder monitors children's progression, working closely with parents to enable timely support with other professionals when needed.
- Children show an interest in nature. They use 'spotter sheets' to identify creatures and follow up their discoveries in group times. They confidently talk about their visit to the park, where they saw frogspawn. They hear specific vocabulary, such as 'froglet', helping them to sequence the life cycle of a frog. On occasion, group times are quite long and have too many elements, such as exploring the frog resources, listening to a story and playing a game. This does not support the younger children to consolidate their learning as well as it could and they lose focus.
- Children behave well and play nicely together. When minor disputes arise the childminder promptly intervenes, reminding children of 'kind hands' and taking turns. For example, she helps children to find alternative pieces to link their constructions together. Children receive praise for listening and show pride in

their achievements.

- Children form lovely relationships with the childminder. They regularly receive cuddles and praise, which builds high levels of self-esteem. Children are confident to ask for help when needed, such as to remove shapes from the container. Older children listen to instructions and have a go. However, the childminder does not always give them time to think of solutions for themselves to challenge them even further.
- Children gain good independence in readiness for school. The childminder sensitively supports younger children to put shoes on the right feet, explaining which side the straps go. Children find their drinks and sit up to the table to eat their meals. They make healthy choices and make some attempts to serve the fruit themselves.
- The childminder provides a safe and secure environment for children to explore. However, she does not always help children to understand how to keep themselves safe. For example, when the floor becomes cluttered and children trip, she does not help them to understand the importance of removing these potential hazards to build their understanding of safe practices.
- The childminder has a positive attitude to her ongoing professional development. She holds professional discussions with other childminders and reads updates from the local authority. She reflects on her skills and identifies webinars and training that will further support children to achieve.

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:

- review the organisation of group times to ensure these are pitched at a level that includes all in continuous learning
- support older children to think critically and solve problems for themselves
- help children to identify potential risks so that they know how to keep themselves safe.

Setting details

Unique reference number	2499914
Local authority	Somerset
Inspection number	10406720
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 July 2021

Information about this early years setting

The childminder registered in 2018 and lives in Frome, Somerset. The childminder provides care from 8am until 5pm, Monday to Wednesday, all year round. The childminder is in receipt of government funding for childcare spaces.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector spoke to children, to find out about their time with the childminder.
- The inspector observed the childminder's interactions with children and spoke to her about children's learning and development.
- The inspector looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2025