

Childminder report

Inspection date: 4 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the childminder. They share warm and trusting relationships with her and enjoy a wide range of activities. The childminder knows the children well. She uses her good knowledge of them to plan and provide an engaging curriculum. Children love to explore outside and benefit from fresh air and physical exercise. They develop good coordination as they drop-kick a football when playing in the garden. They spontaneously burst into song and dance while listening to a favourite song with the childminder, who also joins in. The childminder uses children's individual interests successfully to extend their learning in all areas of development. For example, she follows children's interests in dinosaurs to support their learning in maths. Children develop a positive attitude to learning.

The childminder remained open during the COVID-19 pandemic, although at times she did not have any children attending. She remained in contact with the children and parents during this time. She made videos of herself singing songs and reading stories which she gave to the parents to help them still feel a part of her setting. She made doorstep visits at Easter and for children's birthdays. When allowed, she organised play dates for the children in her garden.

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

- The childminder reflects on her own practice well and identifies areas for development. She has a keen interest in developing her knowledge further to extend the range of activities she offers the children. She found an early years maths course particularly interesting and has increased opportunities for children to count, sort items and match quantity to number. As a result, children confidently find and identify numbers hidden in the dinosaur play tray. They count in sequence and recognise numerals up to 10.
- The childminder plans activities and knows what she wants the children to learn. Children excitedly look at photographs of themselves and their friends engaged in activities and on outings. They talk about their trip to the beach or a visit to an adventure park. Children continue to enjoy similar experiences when they return to the childminder's home, such as sand play. Although resources are available for children to enjoy, the childminder sometimes limits access to them because of her kitten. During the inspection, the kitten jumped onto surfaces and walked over toys. Consequently, the childminder moved some of the resources and put the sand tray away because the kitten was persistently digging in it.
- Children are very independent. The childminder encourages the children to think about the importance of following good hygiene routines, which they manage effectively for themselves. They wash their hands when they arrive and tell the

childminder that they are washing the 'germs' away.

- Overall, the childminder supports children's language skills effectively. She repeats words and phrases so that children hear words clearly and introduces new words such as 'tall', as they look for the tallest animal in the book. However, sometimes the childminder asks questions in quick succession and does not give children the time that they need to think about what she has asked them or to answer the question.
- Children's behaviour is good. They demonstrate good manners as they say please and thank you when speaking to the childminder. They take it in turns with the childminder to roll a dice when they play a 'bingo' game, waiting nicely for their turn. The childminder gives the children lots of praise and encouragement. She celebrates their achievements using phrases such as 'good job' which boosts their confidence and self-esteem.
- The childminder works well in partnership with parents. She liaises closely with them to ensure she understands their children's individual needs and provides accordingly. The childminder ensures a good two-way flow of communication and gives parents regular updates about their children's learning. Parents describe the childminder and her provision as 'amazing' and 'simply magical'. Parents are happy with their children's progress and comment that they have grown in confidence since being in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She keeps her safeguarding training up to date and has good knowledge of the wider aspects of safeguarding. She can identify the signs or symptoms which might be a cause for concern and knows the correct reporting procedure to follow. She carries out risk assessments when she takes children on outings and always supervises them appropriately. Children learn how to keep themselves safe because the childminder talks to them about how they should behave.

What does the setting need to do to improve?

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

- ensure that children always have access to the full range of resources so they can fully develop their play and learning
- give children the time that they need to answer questions.

Setting details

Unique reference number	2502810
Local authority	North Somerset
Inspection number	10191668
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 8
Total number of places	4
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Weston-Super-Mare, North Somerset. The childminder offers care for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder talked about what she intends children to learn and how she implements this.
- The childminder shared written feedback from parents with the inspector.
- The inspector and the childminder observed the children engaged in activities, both inside and outside, and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the children at appropriate times throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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