

Childminder report

Inspection date: 14 October 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 arrive happy, confident and eager to start exploring the available activities. For example, babies are fascinated by the light in a ball and older children watch as a battery-operated train goes up a vertical track. When the train gets stuck, the childminder's assistant asks children what they can do to resolve it. When children are not sure, the childminder helps them to recall what they tried last time and, through trial and error, the children manage to solve the problem. Children are as independent as possible to prepare them well for their future success and school. The childminder enables children to do as much as they can for themselves. For example, they persevere at putting their shoes on and enjoy the responsibility of helping with meals, such as preparing vegetables and buttering bread. Children recall previous learning well. For example, they remember finding out which items will roll down a drainpipe and experiment with rolling a squash, discovering that it will only roll on its side.

Parents no longer enter the childminder's home as they did before the COVID-19 (coronavirus) pandemic. However, they confirm how well the childminder communicates with them through technology and face-to-face meetings at the door. Parents comment on the nurturing environment that the childminder provides. They say that she displays a caring and compassionate attitude to meeting children's individual needs and respecting parents' wishes.

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

- The childminder seeks good information from parents on children's starting points and makes regular observations of their development, so she knows the children well. She quickly identifies where children need additional support. The childminder is proactive in working in partnership with outside agencies and parents to ensure that all children make good progress.
- The childminder and her assistant encourage children's language and communication skills well. For example, all children, including babies, enjoy whole-group song time. They select visual aids from a bag to help them make links to songs. Children join in with words and actions, which increases their language skills effectively. However, the childminder sometimes repeats children's words instead of providing the correct version, such as saying 'choo choo' rather than 'train'.
- The childminder observes her assistant and provides successful feedback to help him to develop his practice. He leads exciting activities, so children are eager to learn. For example, they use all their senses to explore a pumpkin. They discover the seeds inside and plant them, remembering what plants need to grow. He praises children's good ideas, such as using a toy digger to move the seeds. However, on occasions, there are too many distractions and children do

not focus and concentrate as much as they could.

- The childminder evaluates her practice well. She targets her professional development effectively to ensure good outcomes for children. For example, she has sought training to help her to improve her curriculum for mathematics and now plans more stimulating activities outdoors. Due to the COVID-19 pandemic, the childminder identified additional support children needed in their emotional development. Through her positive support, children are now confident and secure.
- Children have warm, caring relationships with the childminder, her assistant and each other. When young children struggle with sharing, the childminder provides consistent, positive guidance, which helps them to manage their feelings and learn to play in harmony with others. The childminder notices children's non-verbal communications and swiftly diverts any potential frustrations. She has high expectations, so children are polite, have good manners and behave well.
- Children develop a positive awareness of their own uniqueness and other people's differences. They celebrate their achievements, and the childminder helps them to recognise those of others. For example, she points out how the baby is getting ready to crawl as they wriggle on their tummy and move their arms and legs.
- Children develop a healthy lifestyle. For example, they drink plenty of water and enjoy home-cooked, nutritional meals. Children learn the importance of oral and personal hygiene. They use a step to reach the sink, turn on the tap and wash their hands. Babies sleep and have their nappy changed according to their individual needs. Children of all ages have good opportunities to be outdoors and take part in a wide range of physical activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend training on different aspects of safeguarding children. They have a good understanding of their responsibilities and know what to do if they are concerned about a child. The childminder knows the procedures to follow if an allegation is made and the requirements to keep Ofsted informed. Through good support, older children learn about safe practices, such as safety in the woods and crossing the road. They know to be gentle with babies and especially not to touch their eyes.

What does the setting need to do to improve?

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

- improve awareness of ensuring that children hear the correct version of words to support their development in language and communication further
- provide greater support for assistants to ensure that children can focus and

concentrate in whole-group activities.

Setting details

Unique reference number	2525258
Local authority	North Somerset
Inspection number	10208252
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	0 to 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Weston-Super-Mare. She operates all year round from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants, one of whom provides emergency cover only.

Information about this inspection

Inspector

Elaine Douglas

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 led the inspector on a learning walk around her premises to discuss the organisation of her early years curriculum.
- The inspector observed activities and the quality of teaching, and carried out a joint observation with the childminder and her assistant.
- The views of parents and children were taken account of by the inspector.
- The inspector spoke with the childminder and her assistant at convenient times during the inspection and assessed safeguarding.
- The inspector sampled 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 2021