

Childminder report

Inspection date: 29 March 2022

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

Babies' and young children's needs and well-being are thoughtfully supported by the childminder. When babies become upset, she quickly reassures them with a cuddle. The childminder knows babies' routines, recognising when they are hungry or tired, and quickly provides for their needs. Young children are sensitively reassured by her if they feel uncertain when there are visitors to her home. They grow in confidence, form strong bonds with the childminder and enjoy her company.

The childminder recognises children's individuality and focuses on what they need to learn next, making plans for the ways she will help them achieve these. Young children enjoy their daily walk and develop their physical strength and resilience very well, negotiating steps and different terrain with the childminder's patient encouragement and support. They persevere with challenges and show positive attitudes to learning. Young children gain an awareness and interest in their community and the wider world. They enjoy the opportunity to explore areas and marvel at the different experiences that they encounter. Young children are fascinated to watch the local window cleaner and the interesting equipment he uses. They find tiny wildflowers near the woods and stop to investigate these, learning words such as 'stalk', 'leaves' and 'petals' as the childminder discusses the different parts of the flowers with them.

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

- Young children listen and show respect for the childminder and what she has to say. She supports their behaviour closely, patiently helping them to understand and appreciate the needs of others. The childminder ensures that children play safely and thoughtfully around babies. She offers them timely reminders, getting them to think about their actions and ensuring they are always gentle and caring. Likewise, the childminder encourages children to appreciate the needs and wishes of the children who are less confident or vocal, ensuring that each child is valued and their well-being is thoughtfully considered.
- The childminder observes children as they play to ensure she knows what they can do and the areas in which they need support. She assesses children's learning needs regularly, ensuring there is a continued programme of support for all aspects of their development. Children make good progress and gaps in their learning are closing.
- The childminder has good relationships with parents. They comment very positively on the childminder and her service, saying that she is so caring and nurturing. They also appreciate that she always follows their child's routines and food requirements. The childminder ensures that she keeps parents well informed. They discuss children's achievements and interests, and she provides

them with comprehensive details of what children have been learning. However, the childminder has not developed links with providers of other settings children attend, to inform future planning and to provide a consistent approach for children.

- Children's communication and confidence develop effectively. Babies excitedly babble and the childminder responds in a very friendly and caring way to develop the interaction further. The childminder patiently explains things to children to help their understanding and encourage their cooperation. She gives children time to think and respond to her questions, supporting those who are quieter and less confident. Young children start to communicate their needs and preferences, for example at mealtimes, pointing and naming food items.
- Children develop their dexterity and coordination well. The childminder supports this through interesting activities linked to their interests. Children carefully pick wildflowers and persevere to thread these into cards to create a picture. They make marks effectively with pens and enjoy creating designs with craft materials, talking about colours and shapes. However, at times, the childminder does not make the most of opportunities to extend children's mathematical skills, for example to encourage counting and comparisons of size and length.
- The childminder seeks to gain new knowledge. She has memberships with professional associations which she uses to undertake training and gain good practice ideas. The childminder shows dedication to her provision. She thinks about what she provides for children and how she can improve this further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role in helping to keep children safe. She refreshes her safeguarding knowledge through training, including for a wide range of child protection issues. She ensures she is fully aware of the correct procedures to follow should she have concerns about a child's welfare, staying alert to children at possible risk of harm or abuse. The childminder maintains a safe environment for children. She assesses and minimises the risks to babies and young children in her home and on outings effectively. The childminder teaches young children how to keep themselves safe. For example, they listen carefully and follow instructions when they are out on walks with her in the local area.

What does the setting need to do to improve?

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

- develop the sharing of information about children's care and learning with other settings that children attend, to strengthen the consistency in the support children receive
- make the most of opportunities to develop young children's mathematical skills.

Setting details

Unique reference number	2536276
Local authority	North Somerset
Inspection number	10215213
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 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Long Ashton, near Bristol. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She also provides care at the weekends, on request. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in online reviews and messages.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder's procedures for safeguarding the children.

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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