

Childminder report

Inspection date:

10 June 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

The well-qualified childminder provides a warm and caring, home-from-home environment. Children form close bonds with the childminder and show that they feel safe and secure in his care. Children are confident to lead their own learning and make choices about what they want to play with from the easily accessible resources. This helps to develop their decision-making skills. The childminder understands the needs of the children as they transition from school to the provision. Children choose quieter activities after a busy day at school, such as construction play. They use their imaginations well and develop their problem-solving skills as they create 'a squid with three heads'.

Children respond positively to the childminder's consistently high expectations for their behaviour. He is a good role model and children listen and respond well to his gentle interactions with them. The childminder offers plenty of praise, which supports their emotional well-being effectively. Children play happily with their friends. They learn to think of others, share and take turns. For example, children have great fun hosting a 'tea party' and offering food to each other. The childminder is enthusiastic and engages with children in their play. He gives children time to talk and think of their own ideas.

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

- The childminder is committed to his ongoing continuous professional development. He completes training courses to develop his knowledge and practice. For example, the childminder has completed training recently to increase his knowledge of how to support children's physical health further.
- The childminder gets to know children well when they first start, which helps them to settle quickly. He is sensitive to children's needs and provides a wide range of exciting activities. The childminder recognises the impact that the COVID-19 pandemic has had on children's emotional well-being and fully considers how to support individual children.
- The childminder develops children's love of books. Children listen carefully as the childminder reads and together they talk about the story. Children complete their own tasks with confidence and concentrate well as they retell stories to their favourite doll.
- Children demonstrate good levels of independence and resilience. The childminder supports them to develop their skills through daily routines. For example, children take off their shoes as they arrive and tidy up after activities. Children keep on trying when they encounter difficulties, such as attempting to run to the top of a ramp. They are immensely proud when they achieve what they have set out to do.

- The childminder reflects on his practice and evaluates the effectiveness of his provision successfully. Through his own ongoing evaluations and seeking the views of children and parents, the childminder identifies his own strengths and areas for improvement. This supports continuous improvement well.
- Children have many opportunities to be physically active and get plenty of fresh air. They visit playgrounds regularly and thoroughly enjoy playing on the large, fixed equipment. Children strengthen their balance and coordination skills when using the outdoor exercise equipment at the park.
- The childminder develops positive partnerships with parents and other settings children attend. He shares information with parents at the end of the day and communicates any messages from school. Parents are delighted with the 'amazing service' the childminder provides.
- The childminder teaches children about managing risk and how to keep themselves safe. For example, he supervises children to take safe risks as they play at the park. Children walk to and from school holding hands with the childminder. They learn about road safety and what to do in the event of a fire.
- Children learn about health and the importance of making healthy choices. The childminder talks to children to teach them why making healthy food choices are important for their well-being. For instance, as they play with pretend food the childminder reinforces their nutritional value. Overall, the childminder supports children to develop good hygiene practices. However, occasionally he forgets to remind children to wash their hands before eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of his role and responsibility to safeguard children. He is aware of the signs that may indicate that a child is at risk of harm. The childminder is confident with the procedures to follow to act on any concerns about a child's welfare. He demonstrates a knowledge and awareness of broader safeguarding concerns, such as protecting children from extreme views and child exploitation. The childminder undertakes safeguarding training to keep his knowledge relevant and up to date. He carries out risk assessments to help him keep children safe in his home and on outings.

Setting details

Unique reference number	2542321
Local authority	Somerset
Inspection number	10215386
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	3 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Ashill, near Ilminster, Somerset. He operates Monday to Friday, from 7am to 9am and 3pm to 5.30pm, term time only. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Petra Morgan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The inspector had a tour of the areas of the premises used for childminding.
- The inspector held discussions with the childminder to assess his knowledge and understanding of safeguarding.
- The inspector took account of the verbal and written views of parents.
- The inspector viewed a range of documentation, including suitability documents for the childminder and the paediatric first-aid certificate.

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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