

Childminder report

Inspection date: 26 March 2024

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

The childminder has built good relationships with the children and they enjoy their time at her home-from-home setting. They feel secure and comfortable with her. The childminder offers a cuddle when they are feeling sad and they confidently seek support from her when they fall over. The childminder supports children to become confident and self-assured. Children move around with great confidence, playing at spinning around the room until they are dizzy. They choose what they want to play with. The childminder ensures that children understand the expectations for their behaviour and consistently reinforces messages about sharing and taking turns. Children respect and care for one another. For example, they are quick to show concern when others fall over.

The childminder provides an ambitious curriculum. She understands what children need to learn and ensures that she focuses on extending each child's development during planned and spontaneous activities. The childminder encourages children to work out problems, such as how to fit puzzle pieces, and offers praise for their achievements. Children are motivated to learn and make good progress from their starting points. The childminder works with parents and other settings to ensure a shared approach to children's learning.

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

- The childminder interacts well with children and uses effective teaching methods to encourage them to explore and learn. She asks questions to help them think, encourages them to try things for themselves and offers plenty of praise and acknowledgment. For example, she 'high-fives' children when they successfully complete an activity. Children are proud of their achievements, exclaiming when they manage to do something by themselves and showing off their finished puzzles.
- The childminder knows children well. She finds out from parents what their child can already do before they start attending her setting and assesses their progress regularly to identify what they need to learn next. She uses a combination of planned tasks and children's chosen activities to help each child move on to the next steps in their development. For example, she uses puzzles to help children identify different colours and work out how many more pieces they need.
- Children are confident and independent. They make decisions about what to do and focus well on activities. For example, they decide to work together to build a princess castle, using toy bricks. They have good communication skills and chat animatedly to the childminder and visitors. The childminder engages them in conversation about a wide variety of topics to extend their communication skills. However, on occasion, she copies words children say when naming animals, such

as 'lambies' and 'horsies', rather than modelling the correct words.

- Children are well behaved. They willingly follow instructions and the childminder is successfully teaching them to share and not snatch from others. Children play well together and build close friendships. They also learn to care for and respect living things as they help to look after the childminder's chickens.
- The childminder promotes children's well-being. She provides varied, nutritious snacks and meals. The childminder provides breakfast for children if they have missed it at home. She involves children in making choices about food and the preparation of meals. Children have daily opportunities for exercise and fresh air outdoors.
- The childminder reflects on her practice and identifies areas that she would like to develop, such as finding out more about early years hygiene and the curiosity approach. However, she has yet to look further into these subjects to extend her teaching practice further.
- The childminder provides consistent messages about staying safe. She reminds children that they must sit down to eat so that they do not choke and that they must not throw balls indoors in case they hurt someone or break something.

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:

- develop further the support for children's communication and language skills with regard to consistently using the correct pronunciation of words
- build on areas already identified for development of practice to enhance children's learning.

Setting details

Unique reference number	2544298
Local authority	Somerset
Inspection number	10338162
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 March 2022

Information about this early years setting

The childminder registered in 2019 and lives in Ilchester, Somerset. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Catherine Sample

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.

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 2024