

Childminder report

Inspection date: 18 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder works with parents when children first start, to get to know children and support their individual needs. She has flexibly adapted these arrangements during the COVID-19 pandemic by conscientiously adding individual sessions with quiet-focused times for new children to visit her home. Parents praise her thoughtful support, particularly as their children have had limited social contact because of the pandemic. Babies and children settle quickly and form strong bonds with the childminder. They enjoy her provision and being with the other children. She takes them to visit play-based groups to develop their social skills further and build their confidence in new situations. Children behave well. They listen and show respect for the childminder and what she has to say. Her prompt interaction helps children to understand the needs of others and to share resources.

The childminder makes effective use of her home to inspire children, motivate them to explore and follow their ideas. Children independently access resources from the stimulating range that the childminder sets out in her lounge, kitchen and adjacent decking outside. They confidently find items that they want, such as things to add to their play, and concentrate well on things that interest them. They enjoy quiet times in the lounge and listen to a story or select books themselves.

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

- Children develop their coordination well. They persevere to use scissors and marvel at the effects they create. They hold chalks and pens effectively to make marks. They use utensils and tools, such as plastic knives to cut up their fruit at snack time and spoons to scoop and pour as they explore activities. They gain dexterity and strength that will support their future skills.
- Children's communication develops effectively. The childminder patiently explains things to children, such as what they are planning to do next. This helps their understanding, encourages their cooperation and supports their well-being. The childminder asks children carefully worded probing questions as they play. She gives children time to think and to respond and patiently supports those who are quieter and less confident. Children learn new words, gain confidence in speaking and communicate what they want or need.
- The childminder recognises children's individuality and focuses on what they need to learn next. She uses her assessment procedures successfully to plan experiences and targeted support for children. They make good progress and gain the skills they need for their future learning. However, at times, the childminder misses planned and spontaneous opportunities to teach children mathematical language and concepts as they play.
- The childminder shows dedication to her provision. She thinks about what she provides for children and how she can improve this further. She links with local

authority advisors to gain good practice ideas, so she can continue to develop her practice. The childminder offers good supervision and support to her assistant. She gives him ideas and directions and ensures babies' and children's needs and well-being are supported effectively.

- The childminder promotes children's health and hygiene well. She teaches children to wash their hands before they eat and after coming in from the garden. They enjoy drinking water and fruit smoothies and eating the healthy meals that the childminder provides. The childminder has activities in her garden and a good range of equipment on the lower-level grassed area where children can enjoy being active in the fresh air and develop their physical skills.
- The childminder has good relationships with parents. She shares information with them about children's development during daily discussions and through entries in an online application that she uses. However, sometimes, the childminder does not fully encourage strong consistency in the support that children receive between their home and her provision, to develop children's progress to the highest level.
- The childminder encourages children to be independent. She offers them ideas and lots of praise as they do things for themselves, which helps to build their confidence and their willingness to have a go. Children get their boots on to go outside and put away toys when it's time for lunch. They develop positive attitudes to learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child. She carries out thorough risk assessments and ensures her home is clean and well maintained. She takes effective action to provide a safe and secure environment for children and supervises children closely. The childminder and her assistant have both undertaken training, such as child protection and paediatric first aid, to develop their knowledge and to ensure they can keep children safe and well.

What does the setting need to do to improve?

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

- strengthen the support for children to develop their mathematical understanding and skills
- build stronger partnerships with parents, to ensure there is greater consistency in the support that children receive between home and the provision.

Setting details

Unique reference number	2545406
Local authority	Bath and North East Somerset Council
Inspection number	10214269
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	5
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 Larkhall, Bath. She operates all year round from 8am to 6pm, Monday to Thursday and from 8am to 1pm on Fridays, except for bank holidays and family holidays. Her husband works with her as her assistant for some periods during the day.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the setting 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 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 questionnaires and email messages.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her 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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