

Childminder report

Inspection date: 18 May 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

Children are settled, happy and very confident in the childminder's home. They are eager to explore the inviting environment and willing to have a go at the exciting activities. For example, children enjoy making play dough. They follow the instructions well and confidently count out the number of spoonfuls of ingredients they need. The childminder provides good support for children to recognise wet and dry ingredients and what happens when they mix them. Children learn to use tools for a purpose and confidently explore their own ideas. For example, as they cut out star shapes, they sing a song about a star. The childminder points out to young children the marks they leave behind as they press the dough with their hands or spread the flour on the table. The childminder introduces new words, which the children then use them appropriately. She helps them to recall how they used dandelions last time and it made the dough yellow.

The childminder interacts well with children and moves their ideas on further. For example, when a baby removes their sock, she sings a song as she counts their toes. This supports children's communication and language skills well and leads to older children counting confidently.

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

- The childminder makes good observations of children's development and uses the information well to plan for their next stages. She knows what the children can do and what they need to learn next. The childminder seeks good information from parents on children's routines, likes and dislikes, to help them settle. However, she is not as proactive in seeking parents' knowledge of their children's development, to help her plan even more effectively as soon as children start.
- The childminder organises her environment successfully to provide children with good opportunities to make choices and lead their play and learning. For example, children play with the small-world farm and then use finger puppets to sing 'Old MacDonald had a Farm', making good links. Young children learn the names and sounds of the animals. Older children learn prepositions and sizes as they move the animals in and out of the barn.
- Children gain good physical skills through the childminder's sensitive encouragement. For example, young children learn to pedal bikes, and babies move confidently around the furniture. The childminder supports them well to persevere and achieve, and babies are delighted when they balance for a while unaided.
- The childminder encourages children's independence well throughout activities and daily routines. For example, children help to set the table for snack, peel fruit and feed themselves. They use a step to reach the sink and know the order

to wash their hands, putting the paper towel in the bin afterwards. Children play enjoyable games to help them practise cleaning their teeth and develop a positive awareness of healthy practices.

- Children play well together. The childminder is consistent in supporting young children with learning to share. She successfully helps children to keep trying with new skills, which helps them to not get frustrated and to be proud of their achievements. Children, especially babies, enjoy affectionate cuddles with the childminder. She holds them close to have their bottle and reads their body language well to know when they have had enough.
- The childminder assesses the children's needs well and the training she may need to support them. For example, she attended training on emotions to help children to manage their feelings. She has used research and sign language to support children with special educational needs. However, she does not always evaluate accurately where she can improve the quality of her teaching. For example, she sometimes reads too fast to children for them to listen and process what she is saying.
- Parents verify the good communication between themselves and the childminder. Together they agree on children's next stages of development to ensure consistent support in the provision and at home. Parents confirm the good progress their children are making from being with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with all aspects of safeguarding children. She knows the signs to be aware of and the procedures to follow should she have any concerns that a child may be at risk of harm. The childminder assesses risks in her home and on outings and takes effective action to minimise any hazards to children. She provides good support for children to manage risks safely. For example, she teaches children how to cross the road safely and the importance of sitting at the table to eat so as not to choke.

What does the setting need to do to improve?

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

- develop the use of self-evaluation to identify more accurately where the quality of teaching can be improved
- seek greater information from parents on children's developmental starting points to plan even more effectively from the start.

Setting details

Unique reference number	2555229
Local authority	Somerset
Inspection number	10221625
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in North Petherton, Somerset. She offers care from Monday to Thursday, 7.30am until 6pm, for most of the year. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed the childminder's intentions for children's learning and the safety of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder of a planned activity and held discussions at convenient times.
- Parents shared their views on the setting with the inspector through letters left for the inspection, and the inspector talked to children.
- The childminder provided the inspector with a sample of key documents on request.

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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