

Childminder report

Inspection date: 28 June 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 happy and excited to learn in the childminder's home. They are eager to explore the well-planned environment, which stimulates their curiosity and interest. Babies and children respond positively to the childminder and her assistants, demonstrating their emotional security. The childminder provides good support for children to make links in their learning. For example, children enjoy stories, concentrate well, and ask and answer questions. They then engage in activities based on the story, helping them to recall and remember. Children demonstrate their enjoyment of learning through their concentration and the length of time they remain at activities. Through good support, they extend and develop their ideas and imagination. Older children explain eloquently what they are doing and what they have noticed. For example, they describe how they made their potion by cutting herbs and what happened to the water when they added colouring. Young children explore using their senses and spend time using trial and error to match lids to the different bottles. Children develop a strong understanding of the natural world. They have good opportunities to be involved with the wide range of animals the childminder has. For example, children feed baby lambs and cook with eggs from the chickens. They grow produce in the attached allotment and look closely at the differences in bugs. Children develop their mathematical skills as they count the spots on ladybirds and compare their different sizes.

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

- The childminder knows the children well. She monitors their development effectively to know their strengths and where they need support. The childminder plans her environment and activities successfully, so that children are inquisitive and eager to be involved. Children remain at activities, engrossed in their learning and practising new skills. However, sometimes, the childminder does not use all opportunities to extend activities to challenge the most-able children in their next steps.
- Parents confirm how well the childminder works in partnership with them. This has a significant impact on children's well-being and development. Parents particularly praise the love and care the childminder gives their children, as well the wide range of exploratory learning. They mention their children's extensive understanding of the natural world and expanding vocabulary.
- Children are strong communicators. The childminder and her assistants listen to what children have to say and engage them in conversations that spark their imaginations. They introduce new words to extend children's vocabulary. For example, when older children are unsure what an acrobat is, the childminder helps them to find out, and later they recall what they had learned. She provides lovely interaction while changing nappies, so that children not only happily cooperate but also learn where to find their eyes, nose and tummy button.

- The childminder and her assistants use all opportunities to support children in becoming independent. Children do as much as they can for themselves, such as pouring their own drinks and passing the jug to each other. They use tools to select and prepare their snack, and find and manage their shoes to go outside. Children understand the adults' high expectations and behave extremely well. The childminder quickly identifies children's individual needs, such as getting tired or hungry, and meets them very well.
- Children have strong relationships with each other, the childminder and her assistants. They learn to respect people's differences and take care of the natural world. Children persevere with new skills and have a positive attitude to wanting to succeed. They take great pleasure from their achievements and are willing to have a go, and with encouragement solve problems for themselves.
- The childminder is an experienced teacher and has continued to evaluate her own areas of development and attend training specific to early years, such as learning through play and developing an early years environment. She has ambitious long-term plans and effective targets to get there. The childminder has discussions with her assistants to support their development, such as how to observe children to know when to intervene. However, although she is a good role model for her assistants, she has not established ways of supporting them further in their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of safeguarding children to protect their welfare. She knows what to be aware of in the local area and has a good knowledge of the signs a child might be at risk of harm. The childminder trains her assistants and quizzes them to check their knowledge. She knows who to contact for further advice or to report concerns. The childminder carries out good risk assessments to keep children safe in all areas of her provision. She monitors sleeping children closely and provides good support for children to learn about keeping themselves safe on and off the premises.

What does the setting need to do to improve?

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

- extend awareness of using activities more effectively to support all areas of development, to challenge the most-able children in their next steps and help them make as much progress as possible
- provide greater opportunities for assistants to develop their knowledge and skills, and raise the quality of teaching even further.

Setting details

Unique reference number	2566372
Local authority	Somerset
Inspection number	10232192
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 6
Total number of places	12
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Cossington, Somerset. She operates on Monday, Tuesday, Thursday and Friday from 8.30am to 4.30pm, during term time only. The childminder has three assistants and works with a maximum of two on different days. 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 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 their evaluation of the setting.
- The childminder led the inspector on a walk around the setting to discuss their curriculum and the safety of the premises.
- The inspector carried out a joint observation with the childminder while one of her assistants led an activity.
- The inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector read feedback left by parents for the inspection, and spoke with the children and took account of their views.
- The inspector spoke with the childminder at convenient times and sampled documentation.

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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