

Childminder report

Inspection date: 30 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 have an enjoyable time with the childminder in a nurturing home-from-home environment. The childminder ensures that children's emotional well-being is a priority. She invests time getting to know children and their families. This helps to form strong relationships. The childminder supports children to gain various independence skills. They learn how to dress themselves, wash their hands and prepare snack. This helps prepare children for the next stage of their learning.

Children's behaviour is exceptional. They use superb manners and follow rules without prompting. They have excellent respect for each other's belongings from previous learning. Children are confident to explore the environment and make choices about their play. They show high levels of curiosity and engagement while learning new skills. For example, they show delight as they use a new water pump to wash their tricycle or fill up containers with water. The childminder supports them with words of encouragement and allows time for thinking. Children are very much involved with decision-making. The childminder values their views and ideas. She offers plenty of opportunities for children to reflect on their learning through open-ended discussions. The childminder understands the positive impact this has on children's progress and how it supports children to solve problems for themselves.

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

- The childminder plans activities that capture children's interests across all areas of learning. This supports children to grow in confidence and they are eager to learn as they enjoy a wide range of resources. They enjoy exploring tools, such as pipettes, as they make potions, and they learn facts about the life cycle of a frog.
- The childminder supports children's communication and language as they experience high-quality interactions. Through these conversations, she models language to extend their vocabulary. For example, children repeat new words, such as 'bicarbonate of soda', 'dusty' and 'indigo'. If children hear other languages at home, the childminder includes key words and phrases from these languages during her interactions with them.
- The childminder often assesses what children can do and know. She identifies gaps in their learning and puts appropriate support in place. This proactive approach helps children to develop key skills for their future learning. However, the childminder does not share information fully with other settings that the children attend to promote continuity for their learning and development.
- The childminder ensures that mathematics is part of everyday activities. She introduces children to mathematical concepts to support their learning. She uses directional language as they play, such as 'behind' and 'on top'. Then she waits

to see if children have understood before introducing other new words.

- Children have plenty of opportunities to explore music and sound. They enjoy a wide range of music from classical to nursery rhymes. They enjoy playing a sound game, 'Mrs Brown's Box', listening to sounds and singing songs.
- The childminder has a good relationship with parents. They speak about the 'loving, creative and nurturing environment' the childminder provides, including her attention to detail when knowing their children's strengths and areas for development. Parents comment on how she shares this information with them and supports children's learning at home. This reassures them that the children are happy and their individual needs are being met. The childminder shares information with parents on the importance of healthy diets for children. However, there is still scope to further support the right healthy food choices at mealtimes.
- Children have plenty of opportunities for fresh air and exercise. For example, they enjoy spending time in the childminder's garden, as well as going out to local amenities. This supports children's physical development and a sense of belonging in their local community.
- The devoted childminder takes pride in developing her own knowledge and skills. She sources training that will help support what children know and what they can do next. The childminder recently completed a course on the impact of trauma for children. This has helped her reflect on the importance of supporting children's well-being. She has used her research to support children to cope with situations such as death or illness. This has a good impact on the learning experiences she offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm and the impact it can have on them. This includes when children may be at risk from radicalisation or domestic violence. She is aware of local safeguarding issues, such as county lines. She has a clear understanding of what to do in the event that an allegation is made against herself or household members. The childminder keeps up to date with regular safeguarding training and research. This includes the importance of keeping children safe when using electronic devices. She focuses strongly on children's safety and reminds children of the rules and boundaries to help them learn how to keep safe.

What does the setting need to do to improve?

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

- establish partnerships with other early years settings that children attend to encourage effective information-sharing and continuity for children's

development and learning

- develop working with parents further to promote healthy food choices for their children.

Setting details

Unique reference number	2569788
Local authority	Somerset
Inspection number	10237087
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	5
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Frome in Somerset. The childminder offers care from Monday to Friday for most of the year. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Charlotte Adcock

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 inspector observed the areas of the setting available to children.
- The inspector spoke to children during the inspection and took account of the views of parents by reading written testimonials.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder explained her intentions for the children's development and how she plans and implements her educational programme.
- The childminder showed the inspector some relevant 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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