

Childminder report

Inspection date:

7 November 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

The childminder provides comfort and reassurance to children, so they quickly settle and become emotionally secure and confident in her home. She plans an excellent environment, and ensures she is providing provocations for all areas of development. Since her registration, the childminder has made her curriculum more child led to motivate them further. She uses daily routines to help children to remember and embed their learning. For example, they collect the pots of words, numbers and weather symbols, ready for circle time. Children concentrate extremely well, as they count and then find the correct numeral for the date, recognising incorrect numbers. They sing a song about the days of the week and have a lively discussion about how they know the day because of who is and is not attending.

Children have strong relationships. The childminder enables them to have a voice and make suggestions, and she is skilful at enabling them to express how they feel. Children willingly help to tidy up, working together to carry boxes to store and to clear up rice from a mat; carefully listening and following instructions. They use trial and error to learn, make choices, and are eager to participate in all activities. Parents' comments are positive about the childminder, especially the wide range of activities, indoors and outdoors. They confirm how much their children have fun learning and how they appreciate her good advice.

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

- The childminder has an ambitious curriculum, focusing appropriately on preparing the children for school. For example, she enables children to be as independent as possible, providing them with encouragement to keep trying, so that they want to succeed. The childminder monitors children's progress well and shares good information with parents. She has clear learning intentions and knows what she wants each child to gain from every activity, meeting their needs well and ensuring they make good progress.
- The childminder's curriculum intent is to provide a language-rich environment and good strategies, to support children's language and communication skills; identifying where children require additional help. The childminder engages children in good discussions and encourages them to express their own ideas. She introduces new vocabulary and gives good explanations as to its meaning, for example saying that astonish is like 'Wow, what a surprise'. However, she does not always recast children's incorrect words, to help them hear the correct pronunciations.
- The childminder plans good activities and uses daily routines to help children learn healthy practices, making good use of books and stories to extend their understanding. For example, children enjoy learning how to care for their teeth

and independently wash their hands for meals and after using the toilet. They have daily opportunities to be outdoors and have plenty of exercise. However, the childminder is not consistent in reminding children how to protect themselves and others from germs, such as covering their mouth and nose when coughing and sneezing.

- Children's behaviour and attitudes are outstanding. Children engage extremely well in activities. For example, they chose to spend half an hour at an adult-planned activity because they were fully engaged and actively involved; motivating them to embed their learning. Children are exceptionally polite, are confident to explain their emotions and learn to become resilient to setbacks. The childminder uses excellent strategies for children to manage their behaviour, to understand its impact on others and to consider how to resolve conflict for themselves.
- The childminder evaluates her own practice successfully and continually looks for ways to improve her practice. For example, she has been proactive in contacting other providers children will also be attending, discussing how they can work together. The childminder is committed to her continuous professional development. For example, she attended training on supporting emotions and implements her new skills effectively. The childminder uses research on best practice and shares it with parents to support learning at home. She has recently booked training on communication and language, to extend her knowledge of the most effective ways to help children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of signs that a child may be at risk of harm. She has a good understanding of the procedures to follow, including how to speak to children without leading their responses. The childminder carries out good risk assessments, provides very good supervision, and enables children to understand how to keep themselves safe. For example, her kitchen is upstairs, and all children go with her, knowing to hold the rail and walk sensibly. On walks, children learn road safety and they competently explain you must stop at the road and look for cars. The childminder sensitively helps older children to understand internet safety.

What does the setting need to do to improve?

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

- implement more effectively the curriculum intent for supporting communication and language, so that children hear correct pronunciations
- help children to consistently carry out good practices to keep themselves and others healthy.

Setting details

Unique reference number	2580630
Local authority	Somerset
Inspection number	10250998
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	2 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Wincanton, Somerset. She provides care Monday to Friday from 7am to 6pm, all year round. The childminder holds an appropriate early years qualification at level 3. She receives funding to provide free early years education to children aged three 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 discussed her curriculum intent, and the inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector carried out a joint observation with the childminder on an adult-planned activity and discussed the impact on children's development.
- The childminder and the inspector had discussions at convenient times, and the inspector 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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