

Childminder report

Inspection date:

24 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

Children are extremely happy and comfortable in the childminder's homely setting. They develop very warm and trusting relationships with the childminder. The youngest children are confident when expressing their needs. For example, they let the childminder know when they are hungry, tired or want to play outside. They cuddle the childminder when they need reassurance. The childminder is an exceptional role model as she plays alongside them. For example, she becomes a 'patient' when children pretend to be doctors or a 'dance partner' at music time.

Children's behaviour is exemplary and they treat each other with kindness and respect. For example, they make room for a friend so that they can share a toy together. Older children laugh with younger children, as they engage them in a game of peekaboo. Children show a clear understanding of the rules across the setting. For example, even the youngest of children are eager to tidy away before moving on to a new toy or activity. The childminder knows the children exceptionally well. She provides them with rich experiences that build on what they can do. They have an eagerness to learn and demonstrate a can-do attitude. There are well-embedded routines supporting all children to make excellent progress.

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

- Children develop a love of reading as they enjoy story times. The childminder enthusiastically reads to them. Children show great interest in books, as they look at pictures while turning the pages carefully. The childminder includes them by sharing familiar stories and discussing the illustrations. These opportunities support children to develop their early literacy skills.
- The childminder is completely dedicated and passionate towards her role and responsibilities. She reflects on her setting and identifies ways to improve children's experiences. For example, rearranging resources to enable children to make independent choices. The childminder fulfils her commitment to undertake mandatory training, such as safeguarding. She is currently pursuing specific areas of her own learning, to raise her good-quality teaching even further.
- The childminder makes the most of spontaneous moments to promote mathematical skills. She encourages the youngest children to count throughout the day. For example, she uses number songs and counts, 'one, two, three' as she lifts them onto their chairs. The childminder introduces the concept of time by sharing, 'what's happening next' during younger children's routines. This supports them to have a deeper understanding of more complex mathematical concepts.
- Children have plenty of opportunities to learn about healthy lifestyles. The childminder makes sure they have access to physical play and fresh air each day. She regularly takes them to local community groups and parks. The

childminder's spacious, secure garden allows children to play and run around safely. She provides children with nutritious snacks and encourages younger children to feed themselves. She takes this opportunity to promote new words, such as, 'pineapple' and 'strawberries'. Parents provide packed lunches which follow the childminder's healthy eating policy.

- The childminder models language well. She offers good support for young children, as they begin to develop language skills. For example, she encourages the youngest children to repeat words back, such as, 'spoon' and 'pasta'. The childminder celebrates children's attempts at words. She continually talks to them, as she describes what they are doing. For instance, she teaches children new words, such as, 'stethoscope', as they play doctors. The childminder asks children questions as they play and explore. However, at times, she does not give children enough time to think and respond with their own ideas and thoughts.
- Parents are overwhelmingly positive about the childminder and the care their children receive. Parents describe the childminder as nurturing, knowledgeable and caring. She gives children's well-being the highest priority in her 'family' feel home. Parents say that they are very well informed and communication is excellent. They receive regular updates about their children's achievements and the activities they enjoy. Parents say that she goes above and beyond and is always happy to accommodate the needs of families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs and symptoms that may indicate a child is at risk of harm. She is aware of a range of safeguarding issues, such as county lines and witchcraft. She knows how to share any concerns and the importance of doing so quickly, to keep children safe. The childminder knows the correct procedures to follow to report allegations. She regularly completes training to refresh her safeguarding knowledge. The childminder has robust risk assessments and policies for her setting and for outings. She supervises the children extremely well and ensures her home is safe and secure.

What does the setting need to do to improve?

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

- allow children more time to think and respond during interactions, to further support their thinking skills.

Setting details

Unique reference number	2589132
Local authority	Bath and North East Somerset Council
Inspection number	10251183
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Radstock, Somerset and offers care from Tuesday to Thursday, for most of the year. She has a level 3 qualification in childcare.

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 provision.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together, to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector took account of the parents' and children's views during the inspection.
- 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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