

Childminder report

Inspection date: 9 November 2023

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

The childminder has a friendly and fun manner. Children build strong bonds and close relationships with her. They seek her out to share their experiences. They giggle and really enjoy her company. Parents say that their children thrive at the provision and their confidence, resilience and independence grow after each session.

The childminder has a good understanding of child development. She focuses closely on what children need to learn next, planning activities to challenge children appropriately. The childminder knows children well and picks up on their current fascinations, adapting activities to inspire children's interest effectively. Children enjoy story time, where they listen well. They join the childminder to collect different leaves to make items. The childminder and her assistant get down to children's level, playing and exploring alongside children and encouraging their curiosity. Children spend a considerable amount of time imaginatively playing with rice. They coordinate their movements well and test out their ideas as they make mixtures. The childminder's assistant encourages them to think and discuss their plans. Children talk about the spicy rice pudding they are making and say it will take 24 minutes to cook. Children's skills progress well.

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

- Partnership working is a central feature of the childminder's practice. She links closely with parents and other settings the children also attend. She ensures they all share information about children's needs and plans for their future learning, to provide children with a beneficial and consistent approach.
- Children develop their independence and sense of responsibility well. They help to tidy away resources and activities and work to get their boots on themselves. Meals are a social occasion. Children enjoy chatting with the childminder and her assistant. They spread toppings on their rice cakes themselves, working hard to achieve their goal.
- The childminder makes sure that children's well-being is closely supported. She leads good hygiene practices and ensures that children are dressed appropriately for the weather. She adapts their plans and routines to meet children's needs. For example, the childminder encourages children's exploration around the area when children have been sitting for a while and are restless or need to warm up.
- Children develop a wonderful interest in nature. Parents comment that the childminder quenches the children's thirst for knowledge. Children learn about the natural world during exciting science activities. They develop their physical strength and resilience well, climbing and negotiating different areas, and they enjoy using tree swings and slides. Children adapt their behaviour appropriately for the challenging terrain and activities they choose. They show positive

attitudes, persevering until they succeed.

- The childminder's good teaching challenges children's skills. She plans interesting activities focused on the initial letter sounds of children's names and mathematics number lines to encourage counting. Some children are excited to share their knowledge and answer questions quickly, confidently naming items. However, the childminder misses the chance to ensure that less confident children always have a chance to answer and try out their skills. This means that, occasionally, not all children develop their skills as quickly as possible.
- The childminder leads her assistants well. They work as an effective team. She monitors their practice and supports them to undertake training to continue to develop their skills. They meet regularly as a team to discuss practice and outline changes and enhanced ways of working.
- The childminder makes the most of opportunities within the local community to broaden children's experiences. She has good links with the village church and school. She takes children to join in with festivals and events and uses the extensive church grounds for forest school activities. She also plans activities to teach children about the wider world and other countries, inspiring and engaging them with discussion and interesting resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child. They have undertaken training to lead their child protection knowledge, such as safeguarding-related courses, paediatric first aid and food hygiene training. The childminder makes sure that her outdoor provision is well set up for children. She undertakes regular checks of all areas. She ensures that any hazards or risks are identified, including from any plants and foliage, and that suitable safety procedures are in place. The childminder and her assistant watch and support children as they challenge their physical skills, and they help children to recognise and manage the risks they encounter.

What does the setting need to do to improve?

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

- give children who are less confident more time to share their thoughts and practise their skills.

Setting details

Unique reference number	2632429
Local authority	Bath and North East Somerset Council
Inspection number	10308616
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	9
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates an outdoor provision in the grounds of a house in Upper Swainswick, near Bath. She operates Tuesday and Thursday, 9am to 1pm, and 9am to 2pm on Wednesday, during school term times only. The childminder holds an early years qualification and a forest school qualification, both at level 3. She regularly works with an assistant. The childminder is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

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 childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023