

Childminder report

Inspection date: 12 June 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 provides a very clean and well-organised home-from-home environment. Children are well settled, feel safe and have a secure emotional bond with the childminder. They arrive at the setting smiling and ready to play.

The childminder delivers a broad curriculum. She plans activities, using themes and children's interests, to cover all areas of learning. This means that children have a wide range of learning opportunities and are well prepared for the future. Children practise early literacy skills as they use pens and stickers to create pictures and cards for special occasions. The childminder helps them to identify the sounds and letters in a name they want to write on a card. The children are familiar with a story about a boy with a telescope. They make telescopes from cardboard tubes and use these as props when the childminder reads the story again. This helps children to remain focused and improves their listening skills. The childminder is aware that children enjoy playing with the toy garage and cars. She knows how to build on their interests. For example, she places stickers on the cars to help children with their number recognition when they match these to the numbered parking spaces.

Children practise their catching skills by throwing a beanbag to each other in turn. The childminder consistently supports turn-taking and encourages kindness. This helps children to develop patience and a sense of fairness. For instance, when threading large beads, children proudly say that they are sharing the beads with each other.

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

- Children are excited to see that butterflies have emerged from their chrysalises and are now flying around in the special container. The childminder and children plan to release the butterflies later in the day. At circle time, the childminder reads a book about a hungry caterpillar. The children are very familiar with this story. They count confidently and recap the life cycle facts quickly. However, the childminder does not extend the children's learning or vocabulary beyond what they already know or follow up on their questions. As a result, some children lose interest and further learning opportunities are not fully explored.
- The childminder talks to children about healthy eating and promotes good hygiene practices. For example, she talks about going to the dentist and discusses with the children how to look after their teeth. Children know that milk is good for their teeth and bones. Children develop independence skills as they learn to wash their hands thoroughly, use knives to cut up fruit and put on their own shoes.
- Children benefit from being outside every day in the fresh air. They learn about

the natural environment and seasonal changes through going for walks and visiting nature reserves. They learn how to look after plants. For example, in the garden, they water sunflower seedlings, which they say need water and sunshine to grow. Children go on a range of regular outings which give them opportunities to challenge their physical skills. For example, they use playground equipment in the local park. They meet up with other children at a local group so have the chance to play in a larger group. This helps to prepare children for the busier environment at school.

- The childminder is committed to her own continuing professional development through training and keeps up to date with changes in the sector. She communicates with parents effectively and seeks their views on ways to improve the quality of her provision. She acts on suggestions given in parents' feedback. For example, she now gives them more information about the menus she has planned for the coming week. Parents say how pleased they are that their children are so happy and making good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about signs and symptoms of abuse and neglect. She recognises concerns which indicate that a child may be at risk of harm through grooming or by being exposed to extremist views. The childminder knows how to respond in the event of a disclosure by a child. She knows who to contact in the event an allegation is made against her. The childminder implements robust policies and procedures to keep children safe. She teaches the children about road safety when they go out for a walk.

What does the setting need to do to improve?

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

- improve the quality of interactions to provide further challenge for older children to broaden their learning experience and extend their thinking skills.

Setting details

Unique reference number	2638028
Local authority	Somerset
Inspection number	10291732
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in West Huntspill, Somerset. She operates all year round from 8am to 4pm, Monday to Thursday. The childminder holds an early years qualification at level 3. She provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector

Margaret Dobbs

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on personal, social and emotional development.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the views of parents through written feedback.
- The inspector and the childminder discussed the impact of an adult-led activity on children's learning.
- The inspector looked at 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.

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