

Childminder report

Inspection date: 4 April 2024

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 safe, stimulating environment where children can grow, learn and develop. Children settle quickly, forming trusting relationships with the attentive childminder and showing affection towards each other. During the school holidays, older children mix extremely well with the younger ones and children treat each other with kindness. Children confidently welcome visitors and they are polite and sociable, inviting them to join in their play.

The childminder plans and provides a curriculum for the children based on what she wants them to learn. She uses different themes, for example 'spring', to cover all areas of learning and incorporates her understanding of children's interests to plan activities that they happily engage in. The childminder knows how to gain additional support for children if they need it, in order that all children make good progress.

The childminder helps to instil children with a sense of responsibility and encourages them to be helpful. Children happily help to tidy away resources when they have finished playing. Young children are encouraged and supported to learn healthy habits as they wash their hands before meals. Children enjoy each other's company and play well together with gentle reminders from the childminder. They are learning how to share and take turns with their friends.

Children benefit from outings in the local community. The childminder plans activities to give children experiences that allow them to meet other people and learn about the world around them. For example, they enjoy weekly visits to the local café.

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

- Children feel secure within the homely and comfortable environment. They demonstrate a good understanding of the routines in the childminder's home. They make choices about what to play with and readily take part in group activities with the childminder throughout the day, such as dancing and listening to stories. They sit together for meals and chat happily with one another as they discuss their favourite fruits. When younger children sleep after lunch, the older ones sit quietly, relaxing and looking at books, taking care not to disturb the sleeping children.
- The childminder focuses her curriculum on promoting children's communication and language and does this well. She asks children lots of questions and is responsive to theirs. For example, she explains what sunscreen is, and what it is used for, when the word is used in a story. Children develop good vocabulary as they point out the features of toy construction vehicles. For example, they

identify bulldozers and diggers, explaining how, 'They help move heavy things on building sites.'

- Children enjoy playing with musical instruments together and sing songs they choose from a selection of their favourites, for example 'Humpty Dumpty', 'Mary Had a Little Lamb' and 'Jingle Bells'. They show good control with the instruments and play them rhythmically.
- The childminder encourages the children to recognise numerals and the letters of their names. Children are beginning to count and form the initial letter of their names.
- The childminder observes children's development to identify what they need to learn and be able to do next in order to move on in their learning. However, she does not use this information precisely enough when planning and implementing activities. This means that opportunities to extend children's learning further are sometimes missed.
- Children show a clear understanding of the childminder's expectations. They respond to the rules and learn good manners. When children struggle to regulate their behaviour, the childminder uses prompts and consistent reinforcements to remind them to be kind. The childminder shares strategies with parents to ensure a consistent approach to support children with managing their emotions and behaviour.
- The childminder works closely with parents to ensure a shared approach to children's care and learning. Parents speak highly of the 'caring and thoughtful childminder' and report that their children are 'coming on in leaps and bounds' and are well prepared for school.
- The childminder keeps her own knowledge and understanding up to date. She attends online training and takes part in childminder forums. She meets with another childminder on a regular basis. The childminder is committed to continual improvements to help children develop and learn the best she can.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan activities more precisely to extend children's learning even further.

Setting details

Unique reference number	2640434
Local authority	Somerset
Inspection number	10333092
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 6
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Norton Fitzwarren, Somerset. Childminding takes place every weekday throughout the year, apart from bank holidays and two weeks annual holiday. The childminder holds an early years qualification at level 3. She offers funded places for eligible children.

Information about this inspection

Inspector

Den Russell

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 her evaluation of the childminder.
- The childminder and the inspector discussed how the curriculum is organised and its impact on children's learning.
- The inspector observed the childminder's interactions with the children throughout the inspection.
- The childminder discussed the leadership of the setting with the inspector.
- The inspector spoke to children throughout the inspection.
- The inspector read statements from parents to gather their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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