

Childminder report

Inspection date: 20 September 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

Children are welcomed into this bright, clean and well-organised setting by the warm and caring childminder. The childminder is enthusiastic and highly attentive to children's needs. Children have a strong attachment with her and feel safe and secure. The childminder has high expectations and provides a positive and respectful role model. This means children behave exceptionally well, learn to listen, follow instructions and use polite language such as 'please' and 'thank you'.

The childminder's broad and ambitious curriculum is built on her sound understanding of the requirements of the early years foundation stage (EYFS). She provides a wide range of activities, indoors, outdoors and outside of the home, that bring value to children's learning experiences. For example, when walking to the local school, the childminder teaches the children how to walk safely next to the buggy and to be aware of other road safety rules. On visits to the local parks, children have opportunities to challenge their physical skills by using large equipment such as balance beams and slides. Children enjoy messy play in the mud kitchen as they practise mixing and pouring when making 'soup' with water, food colouring and sand. They learn about their local community when they visit the shops and the library.

The childminder consistently encourages children to recall what they have learned. This helps them to use their memories and build on what they already know. For example, they remember that they saw some nettles and that these can sting if touched.

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

- The childminder is very good at promoting children's language development by speaking clearly and listening patiently to children. She encourages them to extend a conversation, develop their ideas and make links in their learning. For example, during café role play, children are curious about a feature on the till. The childminder explains this is a microphone. She demonstrates how this is used so that children understand the meaning of the new word and can practise it. Children develop their awareness of letter sounds and practise early literacy skills. For example, the childminder provides a handwritten menu and children want to write the word 'eggs'.
- The childminder introduces mathematical concepts and language alongside children's play. When using shapes, children accurately count the corners of a triangle and know that a circle does not have corners. They learn to count backwards when going to the moon in their 'spaceship'. They learn to estimate, for example when thinking about how many pieces of apple are left. The childminder skilfully steers questions so that children use comparative words

such as 'taller', 'shorter', 'older' and 'younger' as they chat about their families.

- The childminder promotes hygiene and independence skills such as washing hands, cutting fruit and putting on boots. She encourages children to solve problems. For example, when children see that their jug blows away in the wind, she asks how they could make it heavier. Children experiment with grass and then work out that stones work better.
- The childminder organises resources so that children can, for the most part, make their own choices. However, some adult-planned activities provided to further children's learning do not always capture their immediate interests.
- Parents are very pleased with the setting and speak highly of the childminder's commitment and expertise. They are delighted that their children have so many valuable learning experiences, such as going to the shops or the farm or trips on the train to the beach. They have complete trust in the childminder to keep their children safe. Parents are satisfied with the communication they receive about their children's progress and comment on how much their children are learning every day.
- The childminder is eager to continually improve her professional practice. She seeks out a range of training opportunities to develop her skills and knowledge, for example in supporting children's emotional development more effectively. The childminder keeps in contact with other settings children attend, in order to provide consistency by sharing information about children's interests and progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good up-to-date knowledge of the signs and symptoms of different types of abuse and neglect. She recognises risks to children and the procedures to follow if she is concerned. She knows who to contact in the event of an allegation being made against her. The childminder conducts thorough risk assessments and has robust risk control measures, including contingency arrangements in the case of an emergency. She encourages children to consider their own risks and possible consequences. For example, children learn how and why they use knives in a safe way when cutting up fruit.

What does the setting need to do to improve?

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

- reflect on the timing and flexibility of adult-planned activities so that these always capture children's immediate interests, to enhance their learning even further.

Setting details

Unique reference number	2641137
Local authority	Somerset
Inspection number	10308632
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in September 2021. She lives in the village of Creech St Michael, near Taunton in Somerset. She provides care for children weekdays throughout the year from 7.45am to 5.30pm. The childminder has an appropriate early years qualification at level 3. She accepts early years funding for children aged two, three and four years.

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector through written feedback.
- 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.

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