

Childminder report

Inspection date: 27 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

Children form strong attachments with the childminder and her assistant. They settle quickly as they arrive and demonstrate that they feel safe and secure. Children are happy and make choices about what they would like to do and play with. They benefit from the childminder's broad curriculum. Children thrive from daily visits to the next door farm and vegetable patch, where they learn about which foods keep them healthy. They enjoy helping the childminder to harvest fruits and vegetables for snack. Children excitedly announce, 'We are going to have a feast!' Children are enthusiastic to learn about the world around them through exploring and asking questions. They discover a bug that they do not recognise. The childminder shares in their fascination as they carefully inspect it. The childminder uses questions and narration to encourage children's thinking.

Children have lots of opportunity to practise their physical skills. Outdoors, they run while negotiating spaces and practise climbing and balancing on apparatus. The childminder and her assistant know the children well. They have high expectations for all children. Children follow the familiar behaviour expectations, such as holding hands when walking on the farm. They respond to requests from the childminder and her assistant and enjoy praise for positive behaviour.

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

- Children develop strong friendships with each other. The childminder and her assistant provide example phrases, such as 'please can I have a turn'. Children independently use these phrases and learn to use sand timers to cooperate and share with their friends. These skills help them to solve disputes and make progress in their personal, social and emotional development.
- Children enjoy sharing and talking about their own dinosaur books that they have brought in from home. This encourages children to share their own belongings with friends and develop an enjoyment of books. The childminder's assistant enthusiastically reads a dinosaur story. Older children enjoy joining in with familiar phrases and copying actions. However, the organisation of group times is not always highly effective. Younger children tend to lose focus quickly. Therefore, all children do not benefit from the rich learning opportunities these times offer.
- Children progress well with their communication and language development. They demonstrate their vocabulary as they learn about the life cycle of butterflies. They excitedly use the new words they have learned, such as 'chrysalis' and 'metamorphosis'. However, at times, children do not have enough time to fully engage in activities of their choice before another task starts. This impacts on their ability to fully engage in activities and benefit from the intended learning.

- The childminder and her assistant recognise the value of professional development. They are passionate about using their gained knowledge to enhance their practice. After visiting other settings and completing training, they reflected on their own practice. As a result, the childminder and her assistant reduced the number of resources on display to calm the environment. This has helped to create a less-overwhelming space for children to play.
- Partnerships with parents are a strength. The childminder and her assistant use communication diaries to share children's daily activities and progress. They encourage parents to also include weekend activities and development in these too. The childminder carries out home visits and gathers information from parents before children start to help them settle. She uses newsletters to give parents advice and share topics. This has led to parents being able to extend children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of child protection and the procedures to follow if they have concerns about a child. They complete regular safeguarding training to keep their knowledge up to date. They know the signs and symptoms of abuse or neglect. The childminder and her assistant carry out risk assessments of the indoor and outdoor areas effectively. This ensures that they are safe for children. The childminder and her assistant supervise children well. They encourage children to tidy up after themselves to provide clear spaces for their play and to avoid trip hazards.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to ensure that all children remain engaged and benefit from the rich learning opportunities these offer
- enhance the management of transitions to ensure that children can fully focus and gain from planned learning activities.

Setting details

Unique reference number	2641543
Local authority	Somerset
Inspection number	10298793
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	2 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Ilminster, Somerset. The childminder is available to care for children from Tuesday to Thursday, 8am until 5pm, term time only. The childminder is a qualified teacher. She employs an assistant who is also a qualified teacher.

Information about this inspection

Inspector

Catherine Parker-Johns

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 childminder showed the inspector the premises and discussed how safety and suitability are assured.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with parents and read written testimonies about their views of the childminder.
- The inspector spoke with the childminder's assistant and the children during the inspection.
- The inspector sampled key documentation made available at the inspection.

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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