

Childminder report

Inspection date: 4 March 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 welcoming and homely atmosphere for children. They demonstrate confidence when exploring their environment, showing they feel safe and secure. Children focus well and develop their fine motor skills when building with small bricks. They take pride in what they have made, saying, 'Look! This is my car.' The childminder has created a curriculum that is varied and ambitious, allowing children to explore with curiosity, particularly the surrounding nature and the outdoors. Overall, the childminder provides meaningful experiences to help children to develop the skills needed for future learning. Children revisit these when looking through photos of their recent outings. They recall a trip to the farm and excitedly point to their friends in the pictures, showing they have formed secure friendships.

Children are well mannered and show excellent behaviour. They listen intently to the childminder and follow instructions well. Children show good understanding of routines and enjoy tidying up before snack, where they see how many bricks they can get into the box, supporting their mathematical development. The childminder supports children when learning about sharing and swiftly intervenes when needed. Children wait patiently for their turn and respect each other. The childminder is a good role model and is extremely respectful and attentive to children's needs.

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

- The childminder provides a well-thought-out curriculum and shows good knowledge and understanding of how young children learn. The childminder is very clear about the purpose of the activities available and ensures they target children's individual needs. For example, children have great fun painting canvases together. They learn about colours, and some learn about the concept of sharing. As a result, children are ready for their next stage in learning.
- The childminder uses information from parents as soon as children start, to inform children's starting points and their next steps in learning. The childminder uses effective observation and assessment to monitor children's development closely, ensuring any gaps in learning are swiftly identified. Children progress well.
- The childminder supports children's communication and language skills, including children who speak English as an additional language. The childminder uses various techniques to help children to develop good vocabulary and communicate effectively with others.
- Children acquire early knowledge of mathematics in preparation for later learning. The childminder promotes mathematical development very well, and children benefit from opportunities to develop their mathematical awareness. The childminder carefully weaves number, shape and size into all aspects of her

provision. However, she misses opportunities to extend learning. Consequently, at times, children are not challenged further in their development.

- The childminder promotes healthy practice. Children are supported to wipe their noses and wash their hands regularly. Children enjoy healthy snacks and show excitement when they cut their own fruit with support. However, at times, the childminder misses opportunities to encourage children to be independent in their self-care skills. Children have daily access to the outdoor provision, where they enjoy climbing and using soft-play equipment, which supports their physical skills.
- Parents comment positively about their children's experiences with the childminder. They comment on the consistent information sharing surrounding their child's development and what they will learn next. Parents very much appreciate the experiences and opportunities their children receive, both indoors and outdoors. The childminder regularly shares information with parents, including about online safety.
- The childminder uses self-reflection well to upskill her knowledge. She attends regular online training and makes sure that her policy and procedures are kept up to date. She recently attended oral health training, which provided more awareness on how to implement this within her curriculum. The childminder is reflective in all aspects of her practice. She works hard to make sure that she provides children with a wonderful start to their educational journey.

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:

- use everyday routines to develop children's independence skills further, enabling them to do more things for themselves
- strengthen interactions with children to provide more challenge, allowing children to extend their skills further and make the best possible progress.

Setting details

Unique reference number	2653956
Local authority	North Somerset
Inspection number	10332872
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 7
Total number of places	4
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She lives in Weston Super Mare, North Somerset. She offers care all year, from Monday to Saturday, 8am to 5pm. She receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Chelsea Woollard

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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 2024