

Childminder report

Inspection date: 28 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

The childminder recognises children's individuality and plans appropriate activities and experiences to help them progress their skills. She lets children explore in their own way and test out their ideas. She gets down to their level, playing alongside them, encouraging their curiosity and motivating them effectively.

Babies confidently explore different materials as they investigate the sensory activities the childminder sets out for them. They are intrigued to discover real vegetables, such as carrots and peppers, and relish the feel of the different textures. They eagerly experiment at the sandpit outside. They watch with fascination as the childminder models pouring and sprinkling the sand and it moves the wheel in the toy. They then experiment by pushing the wheel around, coordinating their hand movements very well. Young children's confidence grows successfully. They show positive attitudes to new experiences. With the childminder's timely encouragement and praise, they persevere when they encounter age-appropriate challenges.

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

- The childminder shows dedication to the families who use her provision and has high aspirations for the children. She has memberships with childcare organisations and uses their training materials to develop her knowledge of good practice. She links with local authority advisers and other childminders to gain ideas and learn about new guidance.
- Babies enjoy the childminder's company and build a close bond with her. The childminder is caring and affectionate with the children. She is attentive to their needs, closely supporting their physical and emotional well-being. She offers new children lots of reassurance. She recognises when babies are tired or hungry and adapts her routines, providing for their needs appropriately. Babies happily snuggle with the childminder as she reads them a story and sings to them to settle them to sleep.
- The childminder uses her observations of children to assess their learning and gauge if they are working at expected levels. She outlines what they need to learn next. She plans her activities and support around these outlined next steps and links to children's interests to help them to progress.
- Babies relish the freedom to crawl about and investigate the childminder's lounge and garden. With the childminder's well-placed support, they excitedly use equipment to progress their physical skills. Their confidence grows as they push a little trolley and then a large ball and start to take some steps. They smile proudly and copy the childminder as she excitedly claps and celebrates their achievement.
- The childminder takes children out into the local community. They visit play-

based groups so that children can meet other children of a similar age and develop their social skills. She takes them to nearby parks so that they can explore the larger spaces and equipment. They also go on trips to local shops, developing their understanding of the world as they explore the different produce and items they find there.

- Young children develop their listening and understanding effectively. The childminder is chatty and offers lots of speech for children to hear, eagerly giving them a running commentary during activities. However, in her enthusiasm, sometimes the childminder's extended discussion does not consistently help babies to hear key speech sounds and words to develop their language as much as possible.
- The childminder works in partnership with parents to offer a consistent approach for children across their homes and her provision. She gains plenty of information from parents when children start to help her get to know children and support their needs. She keeps parents updated on what children are doing through messages and photos, as well as daily discussions. Parents say they really appreciate this.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibility in helping to keep the children in her care safe. She has undertaken safeguarding and first-aid training to build her knowledge of safe practices. She understands the signs that may indicate a child is at risk of harm. She knows the procedures to follow if she has concerns about a child or if an allegation is made against herself. The childminder keeps her home clean and well maintained. She uses equipment around her home to restrict young children's access to higher-risk areas, such as gates on the stairs and locks on the kitchen cupboards. She is vigilant as babies explore outside. She stays close by them and offers them age-appropriate support while still allowing them the freedom to explore.

What does the setting need to do to improve?

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

- give young children more consistent opportunities to hear clear speech sounds and words, to help their language develop as quickly as possible.

Setting details

Unique reference number	2656735
Local authority	Somerset
Inspection number	10308762
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Glastonbury, Somerset. She operates flexible hours and days through the week.

Information about this inspection

Inspector

Rachel Howell

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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