

Childminder report

Inspection date: 13 June 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

Children feel safe and secure in the childminder's welcoming home and are happy and settled in her care. The childminder follows the children's interests and delivers a curriculum that offers a broad range of learning experiences inside and outdoors. All children thoroughly enjoy their time with the childminder and make good progress in their learning. The childminder supports children well to develop a broad vocabulary. She talks to the children, encouraging them to engage in conversation about themselves and what they are doing. She introduces new words such as 'magpie' as the children listen to the sounds that they can hear in the garden.

The childminder is a good role model to the children and supports the children to show respect and awareness of others. She has high expectations of them and provides consistent boundaries. She encourages the children to share and take turns as they play. Consequently, they behave well and become confident and independent learners.

The childminder ensures good communication with parents. She exchanges daily information about children's learning and activities. Parents are fully involved in their children's learning. The childminder gives the parents ideas to support their children's learning at home.

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

- The childminder praises the children for following the routines of the setting, which helps them to develop high self-esteem and confidence. For example, children tidy away the toys and resources before snack time and mealtimes with the support of the childminder. This also helps them to develop a strong sense of belonging as they learn to look after their environment.
- Children have good opportunities to develop their physical skills. They drop kick large balls, showing good hand-eye coordination. They use bats and balls and take it in turns in a game of tennis. They ride on small vehicles and use their imaginations well as they pretend to fill up with fuel at the petrol station.
- The childminder encourages children in conversation, developing their ideas and making links in their learning. For example, during the inspection, she provides the children with magnifying glasses to observe the spider they find in the garden. The childminder encourages the children to find a spider's web, which they then observe and talk about. This supports them in developing their communication and language.
- The childminder gets to know the children well and is clear on what she wants them to learn next. She provides learning experiences across all the areas of learning, which children enjoy. However, she does not make the most of

spontaneous opportunities and interactions to challenge children more consistently, to meet their next steps in learning more swiftly.

- Children learn about shapes. They recognise simple shapes and practise drawing them with different mediums, such as tracing with small vehicles and paint. They recognise numerals from one to 10 and are beginning to count in sequence and to match number to quantity.
- Children develop a love of stories and books. The childminder reads them a book and uses resources to bring the story to life. She encourages the children to take turns in handling the resources, and they complete familiar sentences as they join in with the storytelling.
- Children learn about healthy lifestyles. They follow thorough hygiene routines and understand the reasons for these. They benefit from fresh air and exercise and have discussions with the childminder about healthy eating. The childminder promotes independence skills, such as, washing hands, cutting fruit and pouring drinks.
- The childminder is proactive in continually improving her professional practice. She seeks out a range of training opportunities to develop her skills and knowledge further. For example, she has completed training about children's behaviour, which has given her ideas on how to support children in expressing their feelings and in managing their emotions.

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:

- make better use of spontaneous opportunities and interaction to challenge children more consistently in achieving their key next steps more swiftly.

Setting details

Unique reference number	2667656
Local authority	Somerset
Inspection number	10339480
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 3
Total number of places	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Taunton, Somerset. She operates all year round, from Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Michelle Heimsoth

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 into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to the children and the childminder at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector viewed 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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