

Childminder report

Inspection date: 19 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 thrive in the care of the childminder and her assistants. They receive nurturing care from these friendly, enthusiastic adults. The toddlers and older children are settled, and they engage in a good range of activities that is used well by the adults to promote their development. Children are motivated to learn and make good progress in all areas of learning.

Children are familiar with the routines the childminder implements. They arrive happily, remove their shoes and quickly head for welcome cuddles from the adults. One of the assistants blows bubbles that the children excitedly jump for, increasing their agility. Another assistant encourages children to use their imagination at the ice-cream stand. After a nourishing breakfast, the adults and the children sit together and sing the welcome song, and older children recall the golden rules. Three- and four-year-olds know they should not run indoors and to listen to adults and to be kind to one another. Children are well behaved.

Toddlers copy the three- and four-year-olds as they dance enthusiastically. The older children sing along with one of the assistants as she plays tunes on the guitar and introduces them to French songs. They learn to say 'hello' and 'thank you' in French. The childminder ensures that the curriculum includes a variety of activities that they use to help children learn about other cultures.

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

- The childminder and the assistants relate well to the children in their care. They know each child's needs, abilities and interests and provide good support to encourage them to gain independence and help to prepare them for the move on to school.
- Children gain an understanding of the world. The childminder implements a curriculum that makes the most of the natural farm environment where they are based. Children learn to stay safe as they walk together between the fields. They explore and run off to look at wildflowers. Children learn to care for the menagerie of animals. They know the peacocks, alpacas, goats, ponies and donkeys by name. Children talk about feathers they find and go in search of chickens' eggs.
- Children are keen to count, and some count competently. The childminder knows that some children need to develop their mathematical awareness and plans some activities to promote this. However, the adults do not maximise opportunities to introduce mathematical concepts, number recognition and simple calculations that arise spontaneously during children's play.
- The adults respond quickly to the needs of toddlers. They supervise them closely to keep them safe and to provide support and reassurance as needed. The

adults recognise signs of tiredness, and toddlers like to snuggle up with them and drift off to sleep.

- Although the adults plan topical activities that focus on building on what the older children know and can do, at times, older children are sometimes left to occupy themselves, and learning intentions of planned activities are not successfully achieved. For example, children scoop and pour coloured sand. They enjoy the feel of the fine sand. However, the adults were unable to introduce exploring quantities, as planned, because the toddlers required greater attention.
- Outdoors, the childminder and the assistants provide verbal encouragement and interact with the children, showing them how to use resources to promote their physical agility. Toddlers explore the play spaces, gaining confidence to walk, chase balls and climb. Older children run, propel scooters and pedal tricycles at speed. They practise ball skills.
- The adults help children learn to build their small muscles when manipulating resources and to develop early writing skills. Children like to draw and have learned to cut using scissors with control. Children enjoy the planned creative activities. For example, children proudly show visitors how they cut out body parts of a dog and stick them to reform the dog picture.
- The childminder and the assistants instinctively foster children's language development. They talk avidly to the children and introduce new vocabulary. Most three- and four-year-olds speak confidently and those who find communication harder receive extra support to help them make their needs known.
- The childminder has a good overview of the effectiveness of the planned curriculum and works with outside professionals to gain extra support for children with special educational needs and/or disabilities.
- Partnership with parents is very good. Parents praise the support that they and their children receive from the childminder. They report that they value the verbal feedback, phone messages and information shared using a secure online programme. They appreciate regular information about children's progress and photos of their experiences.
- The childminder works proactively in partnership with other settings children attend. She speaks to staff who share children's care regularly to ensure that her provision enhances the experiences children have elsewhere.

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 opportunities that arise spontaneously to extend children's mathematical awareness, with particular regard to counting, number recognition and simple calculation
- monitor the effectiveness of the planned curriculum and staff deployment to ensure that older children receive consistently good support to maximise their engagement and learning.

Setting details

Unique reference number	2674508
Local authority	North Somerset
Inspection number	10347144
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	9
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and calls her provision Pear Orchard Childcare. She lives in Clevedon, North Somerset and works with two assistants. She operates all year round, from 8am to 5pm, Tuesday, Wednesday and Thursday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- This was the first routine inspection the childminder received since 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 inspector discussed the planned curriculum with the childminder and observed how they implement the educational programme.
- The inspector observed interactions between the childminder, her assistants and the children.
- Discussions were held with the childminder and the assistants at appropriate times during the inspection. The inspector also spoke to children as they played.
- The inspector spoke to parents and took account of their feedback.
- The inspector joined the adults and children on a walk to see the childminder's farm animals.

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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