

Childminder report

Inspection date: 3 October 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 are confident and happy, thoroughly enjoying their time with the childminder. She invests time in getting to know children and in understanding how they each like to play and learn. This sensitive approach contributes to children settling well and feeling secure and comfortable. They reflect the childminder's positivity and respond to her encouragement to learn from simple activities. Children concentrate on their activities. For instance, they work carefully to make sure they have covered leaves in paint before printing with them.

The childminder has a clear understanding of planning and delivering an ambitious curriculum for children. She has clear aims for her curriculum, which is play based and is designed to build on what children know and what they need to learn next. The childminder focuses her ultimate aims on children developing the skills they need for their next stage in learning, such as school. This helps all children to make good progress and build knowledge and skills over time.

Children respond to the childminder's consistent boundaries and reflect her calm, gentle approach. Their behaviour is good, and they are beginning to understand and express their emotions. Older children have formed good friendships and play well together. The childminder supports children in gaining a practical understanding of safety. For instance, she teaches children to hold hands when they cross the road.

Children benefit from spending time outdoors. The childminder plans a wide range of outdoor experiences in the local community. For example, children visit farms and local National Trust sites, which helps develop children's understanding of the world.

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

- The childminder is knowledgeable and very passionate about the care she provides. She tries to create a homely feel for the children and has a calm, nurturing nature towards the children.
- Parents speak positively about the childminder. They say their children are very happy to attend her setting and are learning well. The childminder shares information with parents on a regular basis. This helps parents to know how they can support children's learning at home.
- The childminder seeks out information from parents about what children know and can do. She uses this information to further support children with manageable tasks, such as tidying away toys, dressing and toilet training. Children demonstrate a clear sense of pride as they explain how to put their wellington boots on independently as they get ready to go outside.

- The childminder has interesting conversations with the children while she plays alongside them to support their language and communication skills. For example, she names and describes insects the children have found in the garden. She builds children's vocabulary as they play, describing the leaves as being 'bumpy and spiky'. However, she does not always allow older children enough time to think and answer a question before asking them another. This has an impact on their developing confidence and conversational skills.
- The childminder reflects well on the activities she provides. She makes changes to her activities to maintain children's attention. She has a good overview of the setting. She regularly seeks feedback from her parents to evaluate the service she provides. The childminder attends training to extend her knowledge and gain ideas to implement in practice.
- Children are beginning to understand how to manage risk for themselves. For example, they know they need to hold hands when crossing the road and how to jump off the wall in the garden safely.

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:

- allow older children enough thinking time to answer questions and support their confidence and conversation skills further.

Setting details

Unique reference number	2680820
Local authority	North Somerset
Inspection number	10259994
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	0 to 11
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 June 2022. She lives in Haywood Village, Weston-super-Mare. She holds a level 3 qualification and works with a co-minder who also holds a level 3 qualification. The childminder offers care during term time from Monday to Friday, 8am to 4pm. During holidays, she offers care from Wednesday to Friday, 8am to 4.30pm.

Information about this inspection

Inspector
Tracey Cook

Inspection activities

- The childminder and co-minder discussed with the inspector how the curriculum has been implemented and the impact that this has on children's learning.
- The childminder and co-minder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector considered the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the co-minder to look at teaching standard.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this has on children's learning.

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