

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 happy and settled. They engage quickly in activities and inquisitively explore the childminder's setting. Children build close relationships with the childminder. They demonstrate that they feel cared for and safe. The childminder frequently encourages conversations. Children talk to her about their past experiences, such as going to the farm and visiting parks. Children show they are happy and are beginning to form good friendships with their peers. Older children talk to each other and share simple games. Children have lots of opportunities to develop their physical skills, such as playing ball games or hunting for bugs in the garden.

The childminder plans an inviting curriculum with links to children's individual interests and significant events which take place in the world around them. For example, children take part in lots of outdoor learning through trips and groups that support their progress across the seven areas of learning.

Children are independent in their learning. They move around the room, choosing what they wish to play with. Children are confident to express themselves and communicate their wants and needs. For example, younger children ask for toys that are not within reach. They invite the childminder to play with them. They sing songs, share books and join in actions together. Children show a positive attitude to learning and are developing the skills they need ready for their next stage of education.

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

- The childminder has a good understanding of how children learn and develop. She makes good use of the information she gathers from parents to meet children's care and learning needs. She uses this information, alongside her observations of children, to build an ambitious curriculum. The childminder regularly checks children's progress to identify any gaps in their development. This ensures that all children make good progress from their starting points.
- Partnerships with parents are good. Parents are very happy with the service the childminder offers their children. The childminder shares regular information about what their children are learning. She offers support to encourage parents to continue their child's learning at home.
- The childminder has appropriate expectations of children. She praises and values children's efforts and achievements, which helps build their self-esteem. The childminder is gentle in how she supports children with their behaviour. For example, when two children want the same toy, she quietly reminds them they should take turns and share.
- Children learn about the world around them. For example, they enjoy trips to the

local park and attend toddler groups in the local community. This helps children to meet others and build their social skills.

- The care practices in place are embedded and effective. For example, children learn about personal hygiene and know to wash their hands before eating. They build independence in doing this task, with the childminder close by for support. Children's personal development is supported well.
- Children engage freely in activities and play. The childminder promotes children's knowledge and broadens their vocabulary. For example, she provides children with words such as 'spiky' and 'bumpy' when they play with the leaves. This supports children to build good language skills.
- The childminder continues to focus on her professional development. She updates her knowledge through regular training as well as by working closely with local childminders. She relishes opportunities to share practice and hold professional discussions with others. She completes training that extends her knowledge of changes to childminding that link to good practice. The childminder regularly evaluates her practice. For example, she asks parents to complete questionnaires and uses feedback to improve her service.
- The childminder knows children well and is responsive to their needs. She provides activities that meet their interests. However, on occasions, activities are not adapted to support the youngest children's stage of development.

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:

- explore ways to adapt activities for the youngest children so that they meet their stage of development.

Setting details

Unique reference number	2683009
Local authority	North Somerset
Inspection number	10259995
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 Monday, Wednesday, Thursday and Friday from 8.30am to 4pm, during term time, and Wednesday to Friday during holidays, from 8.30am to 4.30pm at her co-minder's house.

Information about this inspection

Inspector
Tracey Cook

Inspection activities

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

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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