

Childminder report

Inspection date: 11 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

This warm and friendly childminder provides a stimulating and fun environment for children to learn in. Her priority is to build strong connections with the children in her care. Children show they feel safe and secure. They independently select their favourite toys and happily invite the childminder into their play. The childminder provides the children with continuous praise and encouragement, which helps develop their confidence and self-esteem.

The childminder has a clear intent for children's learning and places a high focus on promoting children's personal development. The childminder understands the importance of children learning how to do things for themselves. She supports children to put on their shoes and coats to go into the garden. She pauses at key stages and encourages the children to complete the tasks themselves. This empowers the children to give things a go and develop a can-do attitude. Two-year-olds assist the childminder in tidying away their toys and help with daily tasks. For example, at snack time children peel and cut their fruit. They spread butter on their toast and pour their drinks. After snack children help wash and dry the items they have used. This helps children to learn the basic skills needed for later life.

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

- The childminder is enthusiastic about children spending time outside. She takes the children on nature walks where they learn and explore the world around them. Children collect leaves and notice the differences in colour, size, and shape. They talk about the seasons. The children plant seeds and leaves to see if they will grow. They water them and check in daily to see if there are any changes. This develops children's understanding of the world.
- Children enjoy a wide range of stories and rhymes with repetitive language to develop their literacy skills. They recall the phrases and characters in the books as they complete craft activities or act out key scenes. The childminder continuously repeats words back to the children using the correct pronunciation. She introduces new words and their meaning which helps extend children's vocabulary. The childminder narrates her actions to the children and asks open-ended questions to spark new conversations.
- Parents state their children adore the childminder. They come home excited to share their experiences and learning. Parents receive feedback on their children's current progress and development. She provides the parents with activities and ideas for supporting children's learning at home. Parents feel well supported by the childminder. They obtain guidance and information from the childminder on issues such as potty training and speech delay. The childminder collaborates with parents and dual settings to ensure children receive continuity of care. This creates a trusting partnership with parents and carers.

- The childminder plans activities based on children's current interests. She observes and monitors children's development closely to identify children's next stages of learning. However, on occasion, the childminder does not plan adult-led activities precisely enough to build on what children already know and can do. For example, sometimes activities are not challenging enough to be able to extend children's learning further.
- Children take part in a wide range of activities aimed at supporting their physical development. They race around the garden using ride-on toys and enjoy playing different ball games. Children go to play parks where they spin each other around on the roundabout and climb the steps to the slide. This strengthens their core muscles and burns off excess energy. Children enjoy participating in craft activities and use a range of tools, which helps develop the hand muscles needed for later writing.
- The childminder is a good role model. She encourages the children to use their manners and offers gentle reminders for them to use their kind hands. She uses some effective techniques to manage children's behaviour. However, she does not demonstrate to the children how they can resolve their disagreements for themselves. Therefore, children do not begin to learn how to resolve and manage conflicts without the support of an adult.

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:

- strengthen the planning of adult-led activities to use children's next steps to build on their learning and development more effectively
- extend knowledge of how to support young children's behaviour and help them learn how to resolve minor conflicts without support.

Setting details

Unique reference number	2683179
Local authority	Somerset
Inspection number	10360126
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	2 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Shipham, near Winscombe, Somerset. The childminder provides care term-time only. The childminder offers government funded places.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as the paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke to and engaged with the inspector during the inspection.

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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