

Childminder report

Inspection date: 6 November 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

The childminder provides a relaxed and nurturing environment for the children. He carefully considers their needs, working hard to ensure that they can all reach their potential. Children build beneficial relationships with him and his assistants. They develop a sense of belonging, and new children settle in well. Children's confidence grows alongside the attentive, gentle guidance and responsive support they receive. They learn to understand and appreciate other's needs and interact appropriately, starting to develop useful social skills.

The childminder plans his curriculum carefully, focusing closely on children's learning needs. He fosters children's curiosity and inspires them to investigate and try out their ideas. Children develop their dexterity and build their hand strength in readiness for early writing. They experiment with paints, making marks and creating patterns. They test out ideas as they mix the different paint colours in various ways and stay engaged for considerable periods, pleased with the effects they create. They build with blocks and pay attention to details, select items for a purpose and learn to persevere with challenges they encounter. The childminder also encourages children's curiosity in the world around them through interesting trips in the local community. He takes the children on nature walks to explore with their senses, investigating and learning to understand the sights and sounds they encounter. They develop their knowledge of the world and their confidence with new experiences and show positive attitudes towards learning.

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

- The childminder shows dedication to making a difference in the lives of the children and families that attend his provision. He has a skilled team and works with them to continually reflect on and enhance what they can offer. He knows the value of keeping their knowledge refreshed and links with other organisations to gain new ideas and enhance their activities and practice.
- The childminder promotes children's literacy skills. He takes children to visit the library to build their interest in stories and books. He plans inventive ways to inspire children's interests in stories further. He teaches children to creatively tell stories themselves. Younger children are inspired to act out stories with toys, very beneficially building their speech, conversation and confidence in their own ideas. Children also learn about words in practical ways. The childminder and his assistants model writing for a purpose as they help children produce useful lists, such as to remember the items they want to put in their imaginative potion.
- The childminder offers children a balance of child-led exploration and focused learning opportunities. He plans beneficial times for children to come together to learn and develop their skills as a small group. Children develop their language, learning new words as they join in with interesting rhymes. However, the

younger children are often distracted by toys nearby, and they distract others. The childminder does not ensure that the activity is promptly adapted to ensure that children's listening and attention is supported as much as possible.

- The childminder and his assistants are skilled at picking up on children's interests and ideas. They inspire children to take on additional challenges as they play and build children's skills very effectively. They skilfully introduce mathematical concepts into children's play, such as modelling directional and positional language. They encourage children to count items and recognise numbers. They ask children questions to encourage them to work out quantities, such as estimating how full or empty paint bottles are, as they tidy up.
- Young children are supported to beneficially develop their independence and learn to do things for themselves. They work hard to take off their boots and outdoor clothes when they come in from the garden. They get their snacks from their bags and find a place to sit and eat these. They help tidy the toys and resources away and collect items they will need for their outing. However, the childminder does not ensure that children fully understand hygiene practices to help them follow these more independently and extend their sense of responsibility and skills further.
- The childminder works closely with parents to build a clear picture of each child's existing experience and skills and uses this to create an individualised plan of support for them. He regularly undertakes assessments of children's achievements and outlines next steps for their learning, sharing these with parents and other settings children attend to help provide consistency in the support children receive.

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:

- adapt group activities more promptly to ensure that children's listening and attention is supported as much as possible
- support children to understand hygiene practices and help them follow these more independently and extend their sense of responsibility and skills further.

Setting details

Unique reference number	2684241
Local authority	North Somerset
Inspection number	10259999
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	3 to 11
Total number of places	5
Number of children on roll	26
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Congresbury. He operates his 'Pod Micro School' from a small building in the grounds of his home, opening 9.30am to 2.30pm, Monday to Friday, during school term times only. The childminder and both of his assistants hold qualified teacher status. The childminder provides government funded places.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how he implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and his assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed his procedures for safeguarding the children.

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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