

Childminder report

Inspection date: 1 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

The childminder has a clear intent of she wants children to learn. She has devised a varied curriculum that focuses on the prime areas of learning. The childminder provides a nurturing home-from-home environment, and children become independent and motivated learners. The childminder is enthusiastic about engaging children with various learning opportunities. Children laugh and giggle together as she rubs a balloon on her head and introduces the word 'static'. Children widen their vocabulary and excitedly say 'mine's static'. They are confident communicators. Children develop their small-muscle skills as they use their fingers to stretch, squash and squeeze their balloons. The childminder introduces concepts such as positional language when asking children to move their balloons up, down and sideways. Children listen attentively and follow instructions well. Children benefit from opportunities to build on their increasing independence skills from an early age. For example, the childminder encourages babies to feed themselves, and older children take pride in doing things for themselves when using various craft resources. Children display good independence in readiness for their next stage of learning.

The childminder supports children to develop positive behaviours and attitudes to learning by modelling these qualities herself for children to follow. This helps children to understand expectations, and they behave well. Children show care and concern for others and develop friendships with each other, and they take turns and wait patiently.

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

- The childminder uses her excellent knowledge of the children to provide adult-led activities that she knows children will enjoy. This helps children to develop their engagement, focus and concentration. However, at times, the childminder is too quick to move children from one activity to another, and children have limited free play to practise and embed their learning.
- The childminder uses observation and assessment well to swiftly identify gaps in children's learning. She implements effective strategies to support children's speech and language, such as visual cards and sign language. The childminder completes checks on children aged between two and three years and school transition forms, which are shared with parents and relevant professionals. This provides useful information to help them offer continuity in children's learning.
- Children develop good literacy skills, and the childminder encourages a love of books. For example, she brings stories to life using props, gestures and questions, and children listen intently to hear what happens next. Older children enjoy mark making and use good pencil control in preparation for early writing.
- The childminder supports children's communication skills well. She uses lively

discussions to help children widen their vocabulary and consistently narrates what she is doing. The childminder uses lots of questioning during activities to extend learning. However, at times, the childminder does not provide children with enough time to think through their answers, which would help to further develop their critical thinking skills.

- The childminder teaches children about healthy living. For example, children learn how to grow their own fruit and vegetables, such as tomatoes and strawberries. The childminder regularly shares recipes with parents to enjoy cooking at home with their children. Children have a good knowledge of how to make healthy choices.
- The childminder has strong links with local schools. She shares a transition report with teachers, and teachers visit the childminder's home, helping them to gain a good developmental view of the child. The childminder has a good knowledge of how to prepare children for school, and children complete 'school booklets', helping them to gain a deeper understanding of letters and sounds. Children are well prepared for their transition on to school.
- The childminder is reflective of her own practice. She attends mandatory training, such as on safeguarding, and targets her training to meet the needs of children. This helps the childminder to further enhance her knowledge and implement strategies that support and extend children's learning.
- The childminder has good relationships with parents. She provides parents with regular feedback on their child's development. She shares ideas and advice with parents to support children's learning at home. Parents have noticed progression in children's communication and physical development, in particular children's pencil control. Parents comment on how their children love to attend the childminder's home.

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:

- provide more opportunities for children to explore independently so they can practise their skills and embed learning
- give children more time to pause and reflect when asking them questions to further extend their critical thinking skills.

Setting details

Unique reference number	2690049
Local authority	Somerset
Inspection number	10358203
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Burnham-On-Sea, Somerset. She provides care with her co-minder and operates Monday to Friday, from 8am to 4pm, all year round. The childminder holds qualified teacher status and offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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