

Childminder report

Inspection date: 28 January 2025

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 created a curriculum that helps children to become confident and independent learners. This supports children to develop good foundations for future learning in preparation for their school transition. The childminder plans the environment based on children's individual interests and allows them to decide what they would like to do. Children begin to develop their communication skills from a young age. For example, babies babble excitedly, and the childminder responds to this effectively using facial expressions, sounds and gestures. The childminder encourages babies to pull themselves up and take their first steps independently, supporting their stability and physical strength. Older children begin to distinguish between different sounds as they shake a rain maker, saying, 'This is a choppy sound.' The childminder encourages children to develop their critical thinking skills. She asks children to find something that rattles. Children pause to think, then reach for the maracas. Children show positive attitudes towards their learning.

The childminder builds nurturing relationships with children. She provides reassurance and comfort to newer children, helping them to feel safe and secure in their new environment. Younger children spontaneously seek out the childminder for cuddles as they develop secure bonds. Older children are kind and caring towards younger children, as they stroke their cheeks and wrap their arms around them. Younger children respond with a smile. Children develop empathy for others.

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

- The childminder recognises that children learn valuable skills to support their prime areas of learning through play. For example, the childminder recently enhanced the role play area for children to act out scenarios, build on communication and create friendships. However, at times, the curriculum for mathematics is not as robust, particularly during free play. This means that children do not consistently receive the support they need to embed and further build on their early mathematics skills in preparation for school.
- The childminder uses her own professional knowledge and information from parents to complete baseline assessments of children. She uses this information to create next steps for children's learning and development. The childminder regularly observes children and uses a tracker to identify gaps in learning swiftly. The childminder implements targeted group times to focus more precisely on areas such as pencil control. This helps to prepare children for school.
- Children take part in daily story and song times. The childminder ensures that they have access to a wide range of books, helping to foster their love of stories. Older children experiment with making their own songs as they wait patiently for lunch. The childminder begins to clap, and younger children clap along too.

Children begin to develop their awareness of rhythm and rhyme.

- The childminder builds close relationships in the community through regular outings to a variety of places. This helps children to build on their social skills and begin to gain an awareness of diversity. For example, children enjoy trips on buses and visit a local group where children benefit from intergenerational learning.
- The childminder completes regular online training to keep her knowledge up to date. She understands the value this has on her own practice and shares this with her co-childminder, enhancing the quality of teaching. For example, having recently gained an accreditation for physical development, the childminder has implemented yoga. This supports children's physical and emotional well-being.
- The childminder works in close partnership with parents. Parents report on the detailed information-sharing regarding children's day-to-day routines and next steps in learning. The childminder regularly shares important information with parents, such as online safety. She provides holiday packs for children to complete during school holidays, providing continuity in children's learning.

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:

- sequence the mathematics curriculum more precisely so children consistently build on what they already know and can do.

Setting details

Unique reference number	2692963
Local authority	Somerset
Inspection number	10368518
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	1 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works from the home of her co-childminder in Ilchester, Somerset. The childminder works from 7.30am to 6pm, Monday to Thursday, for 47 weeks a year. The childminder holds an appropriate early years qualification at level 2. The setting provides government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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