

Childminder report

Inspection date: 30 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 and any assistants she employs have positive warm relationships with the children, which means even those new to the setting are happy and confident. The childminder plans an effective curriculum and provides an environment that encourages children's curiosity and motivation to learn. For example, young children excitedly explore the tray of shredded newspaper, experimenting with different ways of manipulating it, before helping to clean it up with a dustpan and brush. They hear and copy expressive language, all the time having enormous fun and discovering for themselves how they can climb under and up through the gaps in the table.

The adults consistently support children's prime areas of development, helping them to manage their behaviour and emotions, to communicate effectively and become active learners. They support children's independence successfully, enabling them to have a go at new skills, while providing just the right amount of support for children to succeed. For example, they persevere with putting their shoes on and point out the letter on their hand towel stands for their name. They take care of their belongings and even find those belonging to their peers. This builds children's confidence and prepares them well for school.

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

- The childminder and any assistants she employs have the same ethos of providing high-quality care and education for children. They work effectively together, sharing their knowledge and experiences to best support the children's needs. They continually evaluate their practice, seek parents' feedback and research new initiatives, adapting their practice to benefit the children. For example, through training, the childminder has improved boys' motivation and access to literacy development. Currently, they are focusing on developing the outdoor area to better support those who prefer outdoor learning.
- The adults use their observations on children's development effectively. They know what children can already do, seeking good information from parents on children's starting points. They focus on the most appropriate next steps of learning for each child and ensure that they sequence their development to enable them to achieve. This helps children to embed their knowledge and skills, ready for their next stages.
- The experienced adults skilfully support children's language and communication skills. They add vocabulary, role model words and give children plenty of time to think and respond to questions. They notice what fascinates young children and respond well, encouraging them to talk and providing them with the words they need. However, during a craft activity, they tell children the paper snowflakes they are holding are very cold. This is not factually accurate and could confuse

children as their knowledge and understanding increases.

- Children enjoy using books, which the adults use successfully to extend children's language and understanding of the world. Children happily cuddle up to the adults and engage well. Adults help them to recall and make links with previous learning, so they remember more. During songs and stories, adults support children effectively in hearing numbers. However, this is not always as successful in planned activities and routines.
- The childminder and any assistants meet children's individual care needs sensitively. They gently engage with children while changing their nappies, so young children relax and cooperate. Adults quickly notice signs of tiredness, hunger and young children's indication of wanting to go outside. Children develop a good awareness of a healthy lifestyle, such as drinking plenty of water, washing their hands before eating and dressing appropriately to play outside.
- Young children receive consistent support to learn how to manage their behaviour appropriately. They respond positively when adults ask them to use words to explain why they are getting cross. This helps them to manage their emotions without getting frustrated and think about the impact of their actions on others. Adults support children well in building friendships, sharing and waiting their turn.
- Partnerships with parents and others are strengths of the setting. They share important information to enable the childminder and any assistants to know the children and their families well. Parents comment highly about their children's progress, the nurturing care and the extensive documented evidence that enables them to support their children's learning at 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:

- improve ways of ensuring that adults use factually correct information to support children's knowledge and understanding more effectively
- extend the use of planned activities and routines to develop children's mathematical language further.

Setting details

Unique reference number	2695186
Local authority	Bath and North East Somerset Council
Inspection number	10368129
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 2
Total number of places	12
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Bath, Somerset. The childminder operates on Mondays, Tuesdays, Wednesdays and Fridays, from 8am to 5.30pm, during term-time only and works with an assistant.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder and the inspector discussed the early years foundation stage curriculum and how they intend to implement it.
- The inspector talked to the childminder and any assistants at convenient times and observed the quality of teaching, indoors and outdoors, assessing the impact this was having on children's learning.
- The childminder and the inspector conducted a joint observation of the quality of teaching and learning during a planned group activity.
- The inspector took account of parents' written feedback.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including safeguarding information and children's progress checks.

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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