

Childminder report

Inspection date: 11 June 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

Children are happy and settled in the childminder's care. They form strong bonds and feel safe and secure with her. Children confidently engage straight away in well-planned activities. They work together building train tracks while others use toy tools, inventing ways to fix a cardboard box.

The childminder offers a broad and balanced curriculum that focuses on developing children's needs and interests. She plans learning using themes, such as 'learning about families' and children's interests, to build on what children know and can do. The childminder reads stories to children with props to engage them. Children listen with excitement. The childminder speaks clearly, modelling words as they learn about dangerous animals, such as a hippopotamus. This builds children's vocabulary and understanding of language.

The childminder encourages children to develop their independence skills and they grow in confidence. For example, children put their hat and shoes on before going outdoors. Outside, the children build their physical strength and coordination using equipment. They use the climbing frame and practise throwing beanbags into a box. Children also experience regular outings in the local area with the childminder to the local woodlands, the library and safari park, deepening their understanding of the world.

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

- The childminder monitors children's learning and closes gaps in their learning to ensure they have the skills they need for their next phase of learning. For example, she provides advice for parents about toilet training. Parents comment how the childminder talks to them about their children's progress and development. Parents say children flourish with the childminder and have lots of fun.
- The childminder supports children well to learn new mathematical skills. She carefully and skilfully uses opportunities to embed their learning. For example, children count at circle time. Later, out on a walk, the childminder encourages them to count garden ornaments and to notice different colours and patterns. This helps children to connect their learning further. For example, they spontaneously notice numbers on houses and want to know what they are. However, when the children encounter a challenge, for example, outdoors when they are making 'potions' and run out of water, the childminder does not encourage them to come up with ideas to solve problems and work out solutions for themselves.
- The childminder supports children's personal, emotional and social development well. She encourages children to play together and share resources. Children

help at tidy-up time and receive praise for this. They are proud of their achievements. The childminder takes the children to playgroups run by other childminders. This provides opportunities for the children to socialise with other children and build friendships in the wider community. The childminder also uses this time to share and gain new knowledge and best practice.

- The childminder provides healthy, home-cooked meals that meet children's individual dietary needs. She introduces food play to encourage children to try new foods and explore new textures in a fun way. Children show curiosity about different foods. However, the childminder does not promote children's understanding about the importance of healthy eating for our bodies. For example, older children know that drinking water is good for you, but the childminder does not extend the children's understanding of how food supports their bodies. This limits their awareness of healthy lifestyles.
- Children strengthen their small-hand muscles through activities, such as rolling and squeezing play dough. The childminder offers a range of tools and textures to make marks. She links children's interests, introducing 'dinosaurs' to make footprints. This approach keeps children motivated, extends their focus and supports readiness for early writing.
- Children show a keen interest in books. The childminder supports their language development through regular reading of stories. This builds their listening, attention and speaking skills. Children talk about what they see in books and repeat new words, such as 'krill'. This supports all children, including those who speak English as an additional language, to grow in confidence and develop a rich vocabulary.
- The childminder helps children learn how to stay safe in the community. Children follow her clear instructions and listen well. For example, they hold hands and stop at the side of the road. The childminder explains road safety. This helps them learn about risks and how to keep themselves safe.

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:

- support children to solve problems and find solutions to develop their thinking skills
- extend children's understanding of healthy eating to increase their knowledge to make healthy choices.

Setting details

Unique reference number	2701486
Local authority	Somerset
Inspection number	10398125
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 7
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Frome, Somerset. She is registered to work with her husband as an assistant. The childminder operates Monday to Thursday from 7.45am to 5pm, all year round. The childminder provides government funded places.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of care and education being provided and assessed the impact that was having on children's learning.
- Parents shared written views on the childminder's setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The children spoke to 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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