

Childminder report

Inspection date: 20 March 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 develops warm and caring relationships with children and their families, so children are happy, settle quickly and are emotionally secure. The childminder gets to know children well and plans a curriculum that focuses on them gaining the skills they need for school successfully. Children are confident in her home, eager to engage with the activities and keep trying new skills. The childminder provides just the right amount of support for each child to enable them to achieve, until they can manage tasks independently.

The childminder provides an effective environment for children to make independent choices and lead their learning. For example, young children sit inside a small tent and enjoy looking at books. Older children use zips to open containers and choose to play a matching game. Children enjoy action rhymes, enthusiastically following instructions and extending their physical development.

Children have good opportunities to learn through trial and error to develop their critical thinking. For example, when they ask for a white crayon, they discover they cannot see it on white paper and so choose another colour. They describe a bucket as heavy, and the childminder helps them to consider what would happen if they took things out. They are delighted to find it makes it lighter.

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

- Children have a positive attitude to learning and are eager to participate in the activities. For example, they use a press and cutters to make shapes from play dough. They name the colours and use a good range of equipment to make changes to their dough, such as scissors. Children persevere with difficult tasks, such as peeling stickers, and gain a strong sense of achievement when they succeed.
- The childminder gets to know what children can already do, and through her observations she knows what they need to be learning next. She understands how children learn and motivates their learning through their interests. She knows where children need additional support and ensures that they get the help they need to catch up. However, she does not always focus her planned activities on each child's next stages of development, which would ensure that all children make as much progress as possible.
- Overall, the childminder provides effective support for children to become confident communicators. She engages children in alphabet and number songs, reading books and having discussions. She adds vocabulary, checks children's understanding and recasts mispronounced words. However, on occasion, she answers her own questions too quickly, without giving children enough time to think and respond.

- The childminder provides an inclusive environment. She quickly notices children's non-verbal communication, sensitively meeting their care needs. Children develop a good awareness of keeping themselves safe and healthy. They drink plenty of water to stay hydrated and wash their hands before eating. The childminder skilfully uses children's play to extend their knowledge further. For example, children know why they use an oven glove, in their role play, to cook. They talk about caring for their teeth and which foods make them 'big and strong'.
- Children behave well, have good relationships and play together harmoniously. The childminder has high expectations, so children have good manners, happily help to tidy up and know rules are in place to stop them hurting themselves or others. Children gain a good awareness of people's differences and celebrate their own uniqueness.
- The childminder has positive partnerships with parents, ensuring that they work together consistently to benefit the children. For example, children become very independent in managing their personal needs, using the potty and having good sleep routines. The childminder keeps parents up to date with their children's development, enabling them to support their children at home.
- The childminder continues to evaluate and develop her practice well. She meets with other childminders and uses online training to extend her knowledge and skills. For example, she has extended her awareness of keeping children safe online and shared this with parents to help keep children safe. In addition, she has introduced a new system to make sharing information, with parents and other providers children attend, easier.

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:

- give children enough time to think and respond to questions
- make greater use of planned activities to support all children's next stages of development.

Setting details

Unique reference number	2706498
Local authority	Somerset
Inspection number	10376612
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 3
Total number of places	6
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 Walton, near Street, Somerset and provides care from Monday to Friday, from 7.30am to 5.30pm.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years curriculum.
- The inspector talked to the childminder at convenient times and observed the quality of teaching, assessing the impact this was having on the children's learning.
- The inspector and the childminder conducted a joint observation of the quality of teaching and learning during a planned activity.
- The inspector spoke to the children and took account of parents' written feedback.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including 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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