

Childminder report

Inspection date: 10 February 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 they enjoy their time with the childminder. They build warm bonds with the childminder and any assistants and make friends easily. Children are keen to learn and get involved in the activities the childminder plans for them. They benefit from a varied and interesting curriculum. The childminder and her assistants know children well, and they help children to build further on the things they can do and what they already know. Children make good progress across all areas of their development. Children develop good physical skills. For example, they use their small motor skills and coordination to cut their own fruit at snack time and learn to climb and sit safely on high seating at the table.

Children show good attention, listening and communication skills. The childminder and her assistants communicate with children in an age-appropriate way. The childminder understands the importance of children developing their independence skills. Throughout the day, children have a range of opportunities to practise skills that enable them to manage their own self-care and do things for themselves. For instance, children take great pride in being able to put on their own wet weather suits and hats, and they learn from a young age the importance of good hygiene. Children know the routines of the day. They respond to prompts, such as hearing the tidy up song and help tidy away toys.

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

- The childminder devises her curriculum using her knowledge of how children learn and their interests. The childminder and her assistants regularly observe children's play and accurately assess children's development. They know what each child knows and can do and identify any gaps in learning quickly. This knowledge is used to create individualised next steps for each child to help them make continued good progress.
- Children's communication and language skills are supported well. Adults are good role models to children. They model vocabulary and language well in interactions. They encourage conversation and give children good commentary as they play. They ask them questions to encourage them to think and respond and share their thoughts and ideas. This helps children to learn new words and become confident communicators.
- The childminder and her assistants incorporate mathematics skilfully into children's play and daily routines. For example, counting plates at snack time and singing number action songs with puppets. Furthermore, they develop children's learning about quantity and colour. For example, in the mud kitchen, they encourage them to fill jugs of water from a tap that they transport into cake cases and they explore with coloured water when making mud pies.
- The childminder recognises the importance of children being sociable and

provides them with opportunities, such as attending playgroups, to widen their experiences of people and the community around them. Generally, children play together and enjoy each other's company. However, at times during play, adults occasionally miss opportunities to help children understand concepts about negotiation, turn-taking and sharing, such as when there are conflicts over toys and when a child is trying to initiate play with a reluctant peer.

- The childminder and her assistants support children to lead healthy lifestyles. They provide meals that are healthy and nutritious and incorporate daily time outdoors in all weathers where they learn about the natural world. Children learn to care for animals and interact with them safely. They help to feed the childminder's pet chickens and watch eggs hatch.
- The childminder regularly exchanges information with parents and works well in partnership with them, as well as with professionals in other early years settings children attend and with professionals in other agencies working with children. This ensures that she offers children a good continuity of care and education. Parents comment that their children make good progress during their time with the childminder, and they value the good support the childminder gives them.
- Overall, children behave well. The childminder and her assistants provide children with appropriate and consistent expectations to help them successfully join in with all routines and stay safe. However, at times, they do not take all opportunities as they arise to clearly explain the reasons for the rules and expectations. Consequently, some children do not have as good an understanding as others about why particular rules and boundaries are in place.
- The childminder values her assistants and provides them with regular support and supervision. They work together as an effective team. They are fully aware of their roles and responsibilities in safeguarding children. There is a suitable programme of professional development for the childminder and her assistants that helps them enhance their skills and knowledge and keep up to date with important safeguarding legislation. The childminder is reflective in her approach and works hard to ensure that she provides a high-quality service.

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 all children consistently to understand turn-taking and sharing to further enable them to develop relationships and play collaboratively with others
- support all children to develop a deeper awareness of rules and boundaries to

help them gain a secure understanding of the expectations for their behaviour.

Setting details

Unique reference number	2710268
Local authority	Somerset
Inspection number	10380238
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 3
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Wiveliscombe, Somerset. She operates Monday, Wednesday and Thursday, from 8am to 6pm. She works with two assistants. The childminder and her assistants all hold a relevant childcare qualification at level 3. The childminder is in receipt of early education government funding for children aged from nine months to one year and aged one, two and three years.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector held discussions with the childminder, assistants and children at appropriate times during the inspection.
- The inspector and the childminder completed a learning walk together throughout the premises to understand how the curriculum is organised.
- The inspector observed children's activities and the childminder and her assistants teaching and interactions inside and outdoors and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including any assistants suitability to work with children and documents relating to the suitability of other adults living on the premises.
- The inspector sampled written feedback from parents and took account of their views.

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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