

Childminder report

Inspection date:

22 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder has created a meticulously sequenced curriculum. This strongly supports children's confidence and independence from an early age. She seamlessly weaves all areas of learning through fun and stimulating activities. Children gain the skills needed to become successful learners in the future. Children immediately immerse themselves into the routine. For example, they take off their shoes and place them in their baskets, wash their hands and self-register. Children relish the responsibility of carrying out small tasks, such as pouring their own drinks, handing out plates for snack and wiping up their own spillages. Babies new to walking proudly smile as they explore the garden, feeling the different textures on their feet. This helps to build their confidence and strength. The childminder skilfully introduces new mathematical concepts to children. For example, she patiently demonstrates how to make a pattern using small construction pieces, helping to maximise children's learning as they play. Children practise their hand-eye coordination as they persevere to throw beanbags into a bucket, and babies develop their hand and arm muscles, excitedly pouring water. This supports their dexterity and the skills needed for early writing. Children show superb attitudes towards their learning.

Children's behaviour is exemplary. The childminder supports children to develop strong, confident social skills and promotes their positive behaviour. This helps children to learn how to manage their own conflicts. Children begin to talk about their feelings. For instance, they say, 'Spiders make me feel scared.' They enjoy yoga sessions, helping them to begin to self-regulate through a range of breathing techniques. Children have formed secure, trusting relationships with the childminder and their peers.

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

- The childminder has high expectations for children's learning. As a result, she has tailored precise aims for learning in the activities that she provides. The childminder skilfully adapts her teaching and resources to meet the varying needs of the children who take part. For example, children explore the 'themed baskets'. Babies excitedly investigate the sensory materials, and older children can access books that contain poems to challenge their learning at a higher level. This helps children to continuously build on their skills and knowledge.
- The childminder has superb knowledge of the children in her care. She regularly observes and assesses their progress, helping to swiftly identify any emerging gaps in children's learning and development. The childminder creates strong links with outside agencies and signposts parents to access further information and support. This creates consistent approaches to children's learning, and they make excellent progress from their starting points.

- Children benefit from a communication-rich environment. The childminder exposes them to consistent positive reinforcement and repetition of language. She praises children when they use new words, such as 'slimy', and helps younger children expand their vocabulary. For example, she repeats strawberry, then adds 'red' strawberry. Young children skilfully use sign language to supplement their communication when asking for coloured bowls and remember the signs for yellow and pink. The childminder supports older children to begin to recognise sounds as they say 'p,p for pink'. Children are excellent communicators.
- Children demonstrate a secure understanding of how to develop healthy lifestyle habits. They confidently talk about growing their 'small tomatoes and long beans'. The childminder provides rich cultural experiences for children through various freshly cooked meals. For example, children enjoy koftas, spicy curries and aubergine pizzas. This has positively impacted on children's confidence when trying new foods and widens their knowledge of diversity and culture.
- The childminder provides ample opportunities to help children obtain a great understanding of the world around them. She takes children on regular outings to build on their experiences and beneficially complement their learning. For example, children visit soft-play centres and forest school and enjoy walks around the community. The childminder creates a superb community feel. She collects surplus food from local supermarkets and shares this with parents. Children gain a sense of pride for their community and learn the importance of supporting others.
- The dedicated childminder commits to ongoing training to further enhance her excellent teaching and knowledge of how children learn. For instance, she has recently increased her understanding of developmental trauma and adverse childhood experiences. This helps her to expertly promote children's well-being and sensitively support their emotional development. The childminder and her co-childminder have high ambitions for the setting and children.
- Parents speak highly of the childminder. They describe her as diligent and enthusiastic, praising the excellent communication she has with them. Parents feel very well informed and supported. They recognise how their children thrive in her care, particularly in their social and communication development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2721610
Local authority	Bath and North East Somerset Council
Inspection number	10398126
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 4
Total number of places	2
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in April 2023 and is located in Bath. She works with a co-childminder from Monday to Thursday, 8am to 6pm, all year round, excluding bank holidays and family holidays. The childminder holds qualified teacher status. The setting offers government-funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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