

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 provides an ambitious curriculum that captures and ignites children's curiosity. She skilfully builds on children's interests to implement a well-sequenced curriculum, helping to embed learning. Babies develop their perseverance as they try and turn the lever on the water container to wash their hands. This begins to embed early independence and helps form good hygiene habits from an early age. The childminder uses her skilled interactions to make excellent use of spontaneous moments. For example, she encourages older children to count spots on a ladybird, and younger children imaginatively fly around the garden like a butterfly. The childminder has superb knowledge of how to support children's early writing skills. Younger children demonstrate advanced skills for their age as they use chalks to confidently draw lines and proceed to form letters of their name. Children shine with confidence and become deeply immersed in leading their own learning. Children make excellent progress.

The childminder has high expectations for children's behaviour. She places great emphasis on supporting children's well-being. Younger children sit and look through their family books, proudly saying, 'That's my family.' Children gain a secure sense of belonging. Older children quickly develop the skills needed to negotiate and resolve natural conflicts that occur with others. For example, the childminder's gentle but firm guidance helps them to agree on ways to take turns and share resources. The childminder's kind, attentive and nurturing manner helps children to feel safe and secure. The childminder and her co-childminder are excellent role models for children.

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

- The childminder securely embeds her curriculum through her teaching and planning. She promotes children's sense of wonder through careful consideration of the learning environment. The childminder makes the most of every interaction with children and quickly adapts these in the moment to further develop their skills. For example, she introduces instruction cards showing what colours children need to make their favourite colour. Children enjoy experimenting by mixing the colours, and the childminder asks them questions about this, such as, 'What colours make orange?' Children develop their critical thinking skills and begin to learn that print carries meaning.
- The childminder uses robust assessment procedures to monitor children's progress. She implements starter packs for parents and gathers relevant information, creating more precise next steps for children's learning. The childminder works closely with local schools and other settings that children attend, sharing children's developmental progress. She ensures 'moving on' forms for children starting school reflect the children's learning styles and

personalities, providing a more holistic view of children. This helps the schools to gather more targeted and rounded information about children, supporting positive transitions into school.

- The childminder weaves mathematics into everyday activities. She introduces various concepts, such as size and measurement. Older children use language including full, empty and half full. Younger children begin to talk about big and small in their play. Babies enjoy number rhymes, helping to develop their understanding of number from a young age. Children develop strong early mathematics skills.
- Children are fiercely independent from a young age and have a positive 'can-do' attitude to their learning. Children manage their own self-care needs and understand the importance of washing their hands before they eat. Babies begin to feed themselves and enjoy trying new foods, such as carrot and swede soup. Children freely access their water and have discussions on how water keeps our bodies healthy. Children develop superb awareness of how to lead healthy lifestyles.
- Children benefit from exploring their community. They visit the local library, enjoy bus trips and attend weekly groups. Children enjoy weekly forest school sessions, supporting their curiosity about the natural world. Children thoughtfully talk about their freckles and spot them on each other. Babies begin to learn about their likes and dislikes as they make various choices throughout their day. The childminder creates a culture that fully respects and embraces their uniqueness. Children develop strong awareness of similarities between themselves and others.
- The childminder and her co-childminder continually strive to reflect on and enhance the provision. The childminder makes excellent use of training opportunities to positively impact children's development. For example, recent training on loose parts has helped implement extensions on children's continuous provision. Children engage in open-ended play and superbly lead their own learning, facilitated by the childminder. This supports children's exploration, and they excel in their learning.
- The childminder consistently communicates with parents and shares ideas, supporting learning at home. For example, she encourages using more vocabulary around emotions and shares video clips of the sign language they use in the setting. Parents comment that the childminder is caring and thoughtful, and the standards of care and education are 'excellent'. The childminder shares events that are happening in the local community to extend the opportunities for children over the holiday period. The childminder has built a caring and supportive ethos for children and families.

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	2726832
Local authority	Bath and North East Somerset Council
Inspection number	10398129
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2023. She lives in Bath. She works with a co-childminder and offers care from Monday to Thursday, 8am to 6pm, all year round, except for bank holidays and family holidays. 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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