

Childminder report

Inspection date: 12 November 2024

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 makes children feel safe, welcome and happy in his home. They have strong bonds with him and his co-childminder. The childminder offers them lots of attentive, caring support. Children really enjoy his company. They seek him out to share things they are interested in and have fun together. Parents comment that their children have thrived and love spending time at the childminder's home.

The childminder plans activities to support children's learning needs. He also links these to children's interests to engage them well. Children enjoy playing with toy cars. The childminder gets out further resources to encourage them to look at and learn about other vehicles. They look at pictures in books, recognising the different types excitedly. He encourages children to count items and recognise colours, and he discusses different characteristics with them to support their continued engagement. Children eagerly explore vehicle stickers. The childminder gives them time to stick these on, providing them with lots of encouragement and praise as children persevere with this challenge themselves. The childminder picks up on children's ideas and interests as they freely explore and offers useful chances for them to extend these ideas further. For example, as young children scoop sand into a tub, he models making a sandcastle. They do this together, patting it down to compress it. Children are fascinated to see the shape formed and repeat the action of filling the tub, testing out these new ideas eagerly with the childminder's continued support. They develop positive attitudes to challenges, new ideas and to developing their skills.

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

- The childminder and his co-childminder have recently moved home. They have carefully assessed all areas, setting out their playroom and other areas suitably. They work together effectively, communicating through the day to ensure that they can support children appropriately and promptly. They are continuing to evaluate their practice and new provision, making changes to support the changing needs of the children that attend.
- The childminder supports children's care needs sensitively and appropriately. He follows good hygiene practices and teaches these to the children. He encourages them to eat healthily, and they enjoy fruit for their snack and drinking water. He ensures that they get the rest they need, thoughtfully providing suitable areas and patiently settling young children for their nap.
- The childminder uses his observations of children and his interactions with them to assess what children can do and what they need to learn next. He discusses children's needs with parents, making sure as children return to the provision after a break that he gains up-to-date information and adapts to any changes. However, he does not provide clear information to parents relating to gaps in

children's learning and outlined next steps to support a consistent approach and help extend children's learning at home.

- The childminder channels young children's exuberant energy well. He keeps them busy with lots to interest them. He is vigilant as they play, giving them reminders to help them appreciate small risks as they zoom around while pushing a little wheelbarrow. He helps them interact appropriately with the other children, such as to be mindful of their needs, to share toys and to be careful around the babies.
- The childminder talks to children and encourages their early conversation skills. He gets down to children's level to chat with them and give them a running commentary as he introduces new ideas. However, his extended discussion does not always offer children clear words to copy, helping them develop their speech further. Additionally, he occasionally misses the opportunity to explain things clearly to young children to help their understanding and encourage their full attention and cooperation.
- The childminder takes time during their regular routines of the day to support children's skills. Children enjoy helping cut up fruit at snack time and pouring their water. They learn to help tidy away the toys, developing their independence and sense of responsibility age-appropriately.

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:

- extend the sharing of information with parents to develop a fully consistent approach and help them support children's learning at home further
- enhance the support for children's developing language and understanding to progress their communication skills more rapidly.

Setting details

Unique reference number	2757649
Local authority	North Somerset
Inspection number	10349618
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminding agency between 2019 and 2023. He registered with Ofsted in 2023. The childminder lives in Weston-super-Mare and works with his wife who is also a registered childminder. They operate 8am to 5pm, Monday to Thursday, all year round. The childminders call their provision Tag Team Childminding.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how he implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and co-childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed his procedures for safeguarding the children.

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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