

Childminder report

Inspection date: 18 April 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are warmly welcomed into this clean, homely and very safe environment. They settle into activities quickly. The highly experienced childminder is very caring and shares a strong bond with the children, who feel happy and emotionally secure in her company. For example, they snuggle up when they read books together. The childminder knows the children very well and maintains a strong partnership with parents. They share key information regularly, and this enables the childminder to plan an ambitious curriculum targeted to the children's individual needs. This is particularly helpful for babies and children with special educational needs and/or disabilities (SEND).

The broad curriculum has a positive impact on children of all ages so that they make excellent progress from their starting points and are well prepared for the next stage in their learning. The childminder particularly focuses on children's language and their personal, social and emotional development. She is very skilful at adapting activities or providing resources that capture the children's interests and challenge their thinking skills. For example, children learn to operate a remote-controlled car successfully and complete a range of puzzles with increasing levels of difficulty. The children are highly motivated to learn. They concentrate and persevere and are thrilled when they achieve what they set out to do.

The childminder is an excellent role model and is highly respectful to the children. She has consistent routines and boundaries so that children know what to expect and how to behave respectfully and kindly towards each other. For example, children delight in showing babies how to switch on a musical toy.

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

- The childminder is exceptionally skilful at supporting the language and communication skills of young children and babies. She introduces new words, making sure children understand the meaning. For example, when playing tea parties, the childminder uses the word 'quarter' when cutting up the pretend cake. When sharing a book about baby animals, she introduces letter sounds such as 'l' for lamb and new words such as 'foal' and 'kid'. When the children identify 'chicks', the childminder reminds them about their Easter poster on the wall. They point to it and recall words such as 'chicks', 'daffodil' and 'showers'. The childminder asks children to repeat the words. This helps to build up their vocabulary and is especially valuable for children with SEND to become more confident in using words to communicate.
- The childminder incorporates mathematics into activities effectively. For example, she talks about shapes and sizes as the children learn to cut play dough with scissors and other tools. They learn words such as 'longer', 'enough'

and 'circle' and count the candles they put in the 'birthday cake'. They hold up their fingers to indicate how old they are. Children laugh spontaneously when throwing beanbags, counting how many go in the basket. They are gaining a good understanding of numbers and quantities.

- The childminder encourages children to make choices. She outlines options for activities, and they excitedly agree what they want to do. She extends this to snack and lunch when the children can choose what they want to eat. Children love to be involved. They talk enthusiastically about their food and eat healthy portions. Children develop their independence skills well as they learn to wash their hands carefully and help themselves to drinks.
- Children benefit from exciting trips out of the setting. For example, the childminder and children regularly walk to the nearby beach. They enjoy going along the seafront and playing on the sand. They find sticks and draw on the sand, and they dig, build castles and collect shells, examining patterns and shapes. They visit local parks and use the large equipment, such as slides, sometimes playing with other minded children. The childminder ensures that children have regular time outside to learn more about the natural world and their own communities, as well as enhancing their well-being.
- The childminder regularly seeks training for her own professional development to maintain her knowledge and get new ideas to enhance her practice. For example, from a course on oral health, she is more aware about the timing of effective toothbrushing. She works alongside other professional childcare agencies to support children with SEND and makes valuable contributions to ongoing discussions and plans.
- Parents are extremely pleased about their children's experiences and the progress they make. They speak about their complete trust in the childminder to keep their children safe and how often she goes 'above and beyond' to support the whole family.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	510393
Local authority	Somerset
Inspection number	10335437
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	4
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 1993 and lives in Burnham-on-Sea, Somerset. She operates term time only, from 7.30am to 5.30pm on Mondays and Wednesdays, and from 9am to 3pm on Tuesdays and Thursdays. The childminder has an early years qualification at level 3. She occasionally works with an assistant. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and inspector discussed how the childminder organises her provision, including the aims and rationale for her early years curriculum.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting through written feedback.
- The inspector viewed a sample of key documentation.

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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