

Childminder report

Inspection date: 2 March 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and relish their time with the warm and welcoming childminder. Her sensitive and caring approach supports children's emotional and social needs well. Children readily seek her out for cuddles and reassurance and are familiar with the routine of the day. They demonstrate that they feel safe and secure in her care. Children's behaviour is exemplary. Older children move chairs within reach of their younger friends to support them in learning to walk. They wait patiently for their friends to take turns and share their ideas during their play. Children have an excellent attitude to learning. They show the utmost determination and perseverance when safely cutting fruit. Older children proudly say, 'I did it', as they cut their pear in half, while younger children show delight as they eat their sliced strawberries.

The childminder has high expectations for children's communication and language development. She introduces new words and models correct pronunciation. Younger children often repeat what the childminder says as they play, such as 'spoon' or a colour. Older children learn 'cocoon' as she teaches them about the life cycle of a butterfly. The childminder skilfully allows children time to think and respond to the questions she asks. She repeats and rephrases what children say while extending their ideas. This supports children's early language development.

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

- Children demonstrate good levels of independence. Older children independently get a tissue when they need to wipe their nose. They confidently explain that they need to put it in the bin to 'stop the germs spreading'. They know that they must wash their hands before mealtimes and demonstrate this to their younger friends. The childminder teaches younger children to wash their hands and sings 'rub-a-dub-dub' to support them in this. She supports children with toilet training effectively. Children are confident in asking for help from the childminder when needed. As a result, all children are making good progress in their self-help skills.
- The childminder has a good overview of what she wants children to learn. She observes and makes accurate assessments of what the children can do. She makes good use of children's individual interests and their next steps to plan her curriculum. The childminder ensures that she offers children a variety of new experiences. For example, she provides them with a range of resources to develop their fine motor skills. Children use glue spreaders and 'sticky eyes' to create a caterpillar linked to their morning story. However, at times, the childminder does not make the most of spontaneous opportunities to fully support children to achieve all of their next steps in learning.
- Children develop a good understanding of healthy lifestyles. They have ample

opportunities to play outside each day and engage in physical activity. The childminder regularly talks to the children about why a healthy diet is good for them. She plans activities to share the importance of brushing their teeth too. The childminder works closely with parents to encourage them to provide a healthy lunch.

- The childminder is passionate about caring for children and has a high standard for the service she provides. She understands the importance of developing her knowledge and often participates in relevant training. The childminder regularly meets with other childminders to share good practice and ideas. She constantly reflects on her own practice and environment to improve outcomes for children. This ensures that children remain inspired by the learning environment. For example, she has recently created a 'picture resource folder' to support children to make choices regarding new play and learning equipment. This has had a positive impact on developing children's independence skills even further.
- Partnership with parents is strong. Parents are extremely positive about the service the childminder provides. They say that their children are being cared for in a 'safe, homely environment'. Parents comment that they are very well informed about their children's progress. They report that their children's confidence and social skills have developed greatly since being in the childminder's care. They state that the childminder is 'nothing short of amazing in helping their children learn and grow'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of how to keep children safe. She talks confidently about the signs and symptoms that would alert her that a child may be at risk of harm, including from exposure to extremist views and behaviours. The childminder has a clear understanding of the procedures to follow should she need to report a concern about a child in her care. She refreshes her safeguarding training to make sure that her knowledge remains updated. The childminder regularly risk assesses her home, garden and outings to ensure that children are safe and secure. Children are closely supervised by the childminder.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make the most of opportunities to extend children's individual learning even further.

Setting details

Unique reference number	EY243311
Local authority	Bath and North East Somerset Council
Inspection number	10216409
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 2002 and lives in Radstock, Somerset. She works from Monday to Friday, all year round, except Christmas and bank holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Adcock

Inspection activities

- This was the first routine inspection the childminder received since 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 provision.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact on children's learning.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector took account of the parents' and children's views during the inspection.
- The childminder provided the inspector with a sample of key documents 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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