

Childminder report

Inspection date: 2 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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 build strong bonds with the childminder and her daughter, who is also a registered childminder. They enjoy their company. Children have fun playing board games with them. Older children learn to take turns, follow the rules of the game and develop strategies to help themselves win. Children show good levels of independence. Younger children begin to develop their skills. They toddle over to get a tissue to wipe their nose. They listen to the childminder's reminders and put their tissue in the bin. Older children proudly manage their coats themselves, including fastening them. Children show positive attitudes and are keen to do things for themselves. Parents say that the childminder is friendly and approachable, and she ensures that children are always well cared for.

The childminder has a considerable amount of experience. She knows how children learn. Children are inspired to explore as the childminder knows them very well and she thoughtfully gets out toys linked to their ages and interests. Older children play imaginatively with the doll's house. They enjoy discussing the different parts with the childminder. She discusses their play with a toy dog. She relates this to the children's own pet, helping children to make connections to relevant experiences and developing their memory and conversation skills.

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

- The childminder is experienced and understands how children learn. She observes them as they play and explore. She notices the skills that they still need to acquire. She makes plans for how she will help them successfully acquire these. Children make good progress and gain skills that will help them as they move on to school.
- The childminder has good relationships with parents. She works in partnership with them to support children's needs. She keeps parents updated on what children are doing through messages and photos as well as daily discussions. Parents say that the childminders share lots of information, keeping them well informed about what the children have been doing each day.
- The childminder supports children's mathematical skills well. Older children recognise and count to increasingly higher numbers and start to work out how many more they will need of something. They talk about shapes and patterns and use mathematical language in their play as they act out being a shopkeeper. However, at times, the childminder and her co-childminder miss opportunities to extend the oldest children's skills as much as possible and ensure that they are fully challenged.
- The childminder helps children to lead healthy lifestyles. She provides healthy drinks and nutritious snacks. She follows good hygiene processes and teaches these to the children, such as ensuring that they clean their hands before meals.

She takes children on outings with her co-childminder. They go to local parks and play groups, encouraging the children to explore different areas and helping children to build their confidence and be active.

- The childminder is attentive to children's individual care needs, closely supporting them and ensuring that children are happy and relaxed in her care. Children behave well. Young children listen to the childminder's sensitive reminders and follow the older children, who are good role models. They learn to share toys and take turns with resources and, at times, start to do this independently.
- The childminder supports children's communication effectively. She gives quieter children time to speak, valuing what they have to say and building their confidence. Older children communicate well. The childminder asks them questions to encourage them to talk and share their knowledge. They chat confidently with the childminder and take turns in conversation well.
- The childminder thinks about what she provides for children and how she can improve this further. She works closely with her co-childminder to gain ideas for good practice. The childminders have changed their assessment and planning processes quite considerably. This has affected the thoroughness of the childminders' assessments, particularly for the older children. At times, the childminders are not fully outlining children's learning goals across all aspects of their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes a range of training to help her lead her practice and provision safely. She renews this regularly, such as in child protection, first aid and food hygiene training. She has a thorough understanding of the indicators that may suggest that a child is at risk of harm. She knows the procedures to follow to report concerns about a child's welfare. The childminder and her co-childminder carry out regular safety checks on their home and garden to eliminate any potential risks. They supervise children well to ensure that they play and explore safely.

What does the setting need to do to improve?

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

- extend teaching and support to consistently challenge all children and develop their skills as much as possible
- enhance assessment processes further and focus more precisely on children's learning goals across all aspects of their development.

Setting details

Unique reference number	EY261039
Local authority	Somerset
Inspection number	10263935
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	17 May 2017

Information about this early years setting

The childminder registered in 2003 and lives in Frome, Somerset. She operates from 8am to 4.30pm, Monday to Friday, during school term times only. She works with her daughter regularly, who is also a registered childminder. The childminder is in receipt of early education funding for children aged four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the 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 her 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023