

Childminder report

Inspection date: 7 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the childminder and her assistant. Children have secure and trusting relationships with the childminder and her assistant, they often take them toys and books to look at together and snuggle in to them for a cuddle. Older children are keen to show what they have built with the construction toys, and the childminder and her assistant are quick to praise children and offer them reassurance to help develop their confidence further. The childminder and her assistant provide a curriculum that focusses on using children's curiosity and interests, to help them to develop a love of learning. They focus on helping children to learn skills, such as listening and following instructions and helping children to be sociable and be kind.

The childminder and her assistant set clear and consistent boundaries and children know the routines well. They all join in to tidy away toys when they have finished playing, and they learn to share with their peers. Children follow good hygiene practices; they learn to wash their hands after they have played outside and before they about to eat. Older children are confident at managing their own needs and demonstrate the independent skills that they will need for their upcoming transition to school.

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

- The childminder and her assistant work well together, they have a shared focus of providing children with a sequenced and full curriculum. They regularly reflect on their practice, and they recognise the benefit of developing their skills and knowledge. The childminder provides good support and encouragement for her assistant and they both take part in regular training and research. The childminder attend's regular meetings with other professionals to share practice and to continue to develop the service that they provide.
- Children benefit from lots of opportunities to be social and to explore their local environment through trips and regular outings. For instance, they attend toddler groups where they meet other children and adults and children enjoy frequent visits to the farm and to parks where they can climb and learn to take risks in their play.
- The childminder and her assistant know the children very well. They have good procedures in place to monitor children's progress closely, and to assess where children need more support. Children enjoy exploring the different resources. For instance, they concentrate as they use magnifying glasses to look closely at different insects, as they explore the spots on ladybirds and learn about how caterpillars change into butterflies. However, at times the childminder and her assistant's expectations are too high, and due to the children's ages and stages of development children are not able to benefit from the planned learning

opportunities that are provided. For example, younger children struggle to understand how to count and sort toys by number.

- Partnerships with parents are strong and well established. The childminder and her assistant recognise the importance of developing good communication with parents from when children first start attending their setting. Parents are regularly informed of their children's progress and the childminder organises opportunities for parents to meet with her and her assistant to speak about children's learning.
- The childminder and her assistant have a good knowledge of child development and they identify where children may have delays or gaps in their learning. The childminder works closely with parents and other professionals to access support for children who have special educational needs and/or disabilities (SEND).
- Children develop a love of stories and books, and the childminder and her assistant support their interests well. Children can access books by themselves and they often sit looking at books independently. Children eagerly hand books to the adults for them to read and children demonstrate good listening skills, they sit and focus on what is being read to them.
- Overall, the childminder and her assistant support children's language development well. For instance, they model language, ask children questions, and encourage children to share their ideas and opinions. However, some children would benefit from some more targeted support to help them with the clarity of their language and to develop their vocabulary further.

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:

- consider the learning needs of children to target teaching more precisely and to maximise learning opportunities
- provide more targeted support for children to develop their pronunciation and clarity of words.

Setting details

Unique reference number	EY266467
Local authority	North Somerset
Inspection number	10347260
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 12
Total number of places	12
Number of children on roll	29
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2003 and lives in the Milton area of Weston-super-Mare, North Somerset. She operates from Monday to Sunday all year round and offers overnight care. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the childminder received since the COVID19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of this setting.
- The childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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 2024