

Childminder report

Inspection date: 3 December 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder is extremely committed to creating a vibrant and nurturing environment for children to learn and play. Children have formed positive attachments with the childminder and other children. For example, they talk confidently about the friendships they have made at the setting. The childminder works effectively with families to ensure their children feel safe and secure in her care. For instance, she provides tailored settling-in sessions to enable children to settle quickly into her home. The childminder gathers detailed information from parents to ensure children's individual care needs are consistent with their routines at home. Parents describe the childminder as 'patient' and 'caring'. They comment on the progress their children have made since starting with the childminder and the range of activities on offer. The childminder is a good role model and treats children with respect. She gives children continuous encouragement and praise for their achievements.

Resources are organised effectively to support children to make independent choices in their play. For example, children confidently access resources to support their imaginative play with play dough. They giggle together as they make various creations and models. The childminder provides opportunities for children to explore the wider community. For instance, they often go out for walks and trips to the park. Children benefit from a variety of healthy snacks and access their drinks throughout the day. The childminder promotes children's understanding of good hygiene practices. For instance, children understand the importance of washing their hands before mealtimes.

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

- The childminder communicates highly effectively with parents. She provides them with excellent verbal and written feedback regarding their children's daily routine and care information. The childminder completes detailed and accurate assessments of children's learning. She shares these regularly with parents, who are actively involved in their children's learning. The childminder encourages parents to record their views on their children's progress using individual assessment forms.
- Children curiously search for model dinosaurs in the sand using spoons and forks. They are excited to find each dinosaur and learn exciting facts about it. For example, the childminder creates laminated books to extend children's knowledge on specific topic areas. She uses the books with the children to identify the dinosaur they have discovered in the sand.
- The childminder implements her robust policies and procedures to enable children to learn and play in a safe environment. She gives information on these to all parents when their children first start, to ensure they understand her good

practices. The childminder values parents' comments and feedback regarding their children's learning and the service she provides. She sends out questionnaires to gain feedback to develop and improve her practice further.

- The childminder supports children to develop their physical skills as they use paint to create large marks and movements on paper. Children are keen to explore the different shapes and patterns they can make on a large scale. The childminder encourages children to give meaning to the marks they create. For instance, she inspires children to talk about the marks they are making and to share their ideas with others.
- The childminder works extremely hard to ensure children have developed all the necessary skills ready for school. For example, she uses targeted planning and monitoring linked to the curriculum to prepare children for their next stage in learning. She shares this information with parents and provides them with detailed information in preparation for their children's transition into school. The childminder has formed positive links with local schools and other settings to support children's continuous learning.
- While children are keen to learn, sometimes the childminder does not ensure that activities capture all children's attention to help them focus and develop their concentration more.
- At times, the childminder does not consistently support children to manage their own feelings and behaviour. As a result, other children become distracted and miss out on learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She has completed appropriate training to secure her understanding of child protection, including wider safeguarding procedures such as protecting children who may be exposed to extremist views. She is fully aware of how to report any concerns regarding children's welfare. The childminder has detailed risk assessments in place to ensure children can exit her home safely in the event of an emergency.

What does the setting need to do to improve?

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

- make better use of what fascinates children, to review and strengthen the planning and delivery of activities and enable all children to remain highly engaged and deeply involved in their learning
- strengthen strategies to support children to manage their own behaviour effectively and to fully understand the impact that their behaviour may have on other children's learning.

Setting details

Unique reference number	EY288346
Local authority	Bath and North East Somerset Council
Inspection number	10125562
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	3
Number of children on roll	12
Date of previous inspection	15 December 2014

Information about this early years setting

The childminder registered in 2004. She lives with her husband and three children in Chilcompton, Somerset. The childminder uses the dining room, playroom, kitchen and bathroom facilities on the ground floor. Children have access to a rear garden for outdoor play. The childminder operates from 8am to 5.30pm on Tuesday, Wednesday and Thursday. She holds a level 3 qualification.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A range of documentation was sampled by the inspector, including children's development records, suitability checks, and policies and procedures such as safeguarding and risk assessment.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- Written feedback from parents was gathered and the inspector took account of their views.

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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