

Childminder report

Inspection date: 23 January 2025

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

The childminder has a caring manner and makes children feel welcome and happy in her home. She is in tune with their needs and is sensitive to their feelings and any changes to their well-being or confidence. Children develop close bonds with her. They seek her out to share their experiences or invite her into their play. Young children show growing confidence to ask her for things they want or need. They thrive on the attention and reassurance she gives them.

The childminder's curriculum, including her planned activities and environment, focus closely on children's interests and learning needs. The childminder is mindful of letting children explore in their own way and adapts her activities well to make sure they are engaged and developing their skills. For example, older children enjoy using tools to break up ice and excitedly release frozen toys. Younger children are fascinated to touch and feel the ice. The childminder provides them with additional resources. They remain engaged for a considerable time coordinating their movements very well as they collect the slippery ice into cups or use pipettes to suck up the water.

The childminder promotes children's communication. She gets down to children's level, discussing things they are focused on. Younger children pick up on and copy key words, developing their growing speech. Older children gain confidence and engage in conversations with the childminder, sharing their knowledge. Children love books and stories, selecting these independently. The childminder takes the time to read to the children. Younger children snuggle in and look with fascination at the pictures. The childminder extends older children's understanding further by discussing the points they are interested in and offering explanations of new concepts.

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

- Children build their social skills effectively. They enjoy being with other children of their own age. The childminder calmly teaches children about behaviour expectations, patiently persevering with her reminders and explanations. Young children begin to appreciate the needs of others, sharing toys and resources. The childminder also takes children to local play-based groups, where they can build their confidence in new situations and with larger groups of children.
- Children's physical well-being and health are promoted well. They enjoy healthy meals and drinking water. The childminder takes children on trips out to local woodlands where they learn about nature and the weather. Children build their physical skills on equipment at nearby parks and learn about animals and the wider world at the local safari park.
- The childminder is dedicated to the children and families who use her provision.

She thinks about what she provides. She links with other local childminders to gain good practice ideas and undertakes training to develop her knowledge and skills to continue to develop her teaching and provision further.

- The childminder has been making changes to her home since the last inspection, assessing and adapting the use of areas as she improves the spaces and rooms available in her provision. She now has a designated playroom and is working on a separate garden area specifically for the children. She ensures that she communicates with parents regarding any changes and that all areas are safe for families' access and children's use.
- The childminder has good relationships with parents. She keeps them well informed about their children's time with her. She discusses children's development with them, but she does not gain information from all parents and carers on what children are learning outside of her setting. Additionally, although the childminder liaises with some of the other settings that children attend, she has not successfully linked with them all. This means she does not gain full information on children's learning for her future planning and to help provide a consistent approach for children.
- The childminder involves children in the routines of the day. Children conscientiously tidy up the toys ready for lunch and wash their hands, and younger children listen well to the childminder's clear instructions. Older children lead much of their self-care themselves. Children relish helping set up for lunch, and younger children proudly and carefully carry items to the table. Children persevere with tasks and develop their independence and sense of responsibility very well.

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:

- enhance partnerships with parents and other settings children attend, gaining information for future planning and increasing the consistency in the support children receive.

Setting details

Unique reference number	EY290009
Local authority	Somerset
Inspection number	10368495
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 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 March 2019

Information about this early years setting

The childminder registered in 2004 and lives in Frome, Somerset. She operates 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder holds an appropriate qualification at level 3. She works with an assistant some days of the week. The childminder provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- 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 2025