

Childminder report

Inspection date: 24 January 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 are happy in the childminder's home. They have a dedicated play area and a large garden, with plenty of toys and equipment to choose from. Babies freely explore and offer toys to the childminder, who names them. This supports the children to learn new words. Older children become confident talkers. For example, they tell visitors the names of the guinea pigs and how they help to look after them.

Children have strong attachments with the attentive and caring childminder. Babies approach the childminder for cuddles and reassurance. They are well cared for and demonstrate that they feel safe and secure. The childminder quickly recognises when babies are tired and asks if they would like to go to bed. Babies say 'good night' and quickly fall asleep. Children learn good manners and are well behaved. The childminder consistently supports them to use 'gentle hands', 'walking feet', and to share with one another. Children become increasingly more independent, as they are encouraged to wash their own hands, for example.

Children make good progress from their starting points. The childminder provides opportunities for the children to learn and develop across all areas of learning. She supports them well to be prepared for pre-school and school. The childminder has good partnerships with parents and other providers that children attend. This helps to provide a consistent approach to promoting children's learning and development.

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

- Babies and young children snuggle up with the childminder and share books together. Babies point to the pictures, which the childminder names, and they begin to repeat the words. The childminder ensures that story time is a regular activity, and the children have a wide range of books to choose from. This supports children to develop a love of reading.
- Children thoroughly enjoy singing. They sing along with the childminder to their favourite songs, such as 'Twinkle Twinkle Little Star'. Babies start to copy the actions that the childminder teaches them.
- Children have plenty of opportunities to develop their physical skills. They practise manoeuvring wheeled toys in the garden, exercise in the park and play ball games. Babies and young children get plenty of fresh air as they accompany the childminder on the school runs. They happily greet other people they meet on the way and look forward to picking up the older children from school.
- The childminder knows the children well and has a good understanding of their individual preferences. She accurately assesses children's progress and identifies the next steps in their learning. However, she does not always focus her planning on how to support children to build on what they know and can do.

- Parents describe the childminder as 'compassionate and dedicated'. They say that she 'goes above and beyond' to support the well-being of the children. Parents feel well informed, and they value the support and advice the childminder gives them. They report how happy their children are to attend the childminder's home.
- The childminder supports children to be safe and healthy. She talks with young children about the importance of brushing their teeth. Older children learn about how to stay safe online. The childminder promotes healthy eating and manages children's allergies effectively and in partnership with parents.
- Children enjoy craft activities. For example, they learn to cut and stick as they make birthday and Christmas cards. This supports children to learn about their own family celebrations. However, the childminder does not offer children opportunities to learn about cultures and traditions other than their own.
- The childminder demonstrates a good level of commitment to her own continued professional development. She undertakes training and has established a local childminder network group. This enables her to reflect on her own practice and identify ways to improve her service further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date. She demonstrates a good understanding of signs and symptoms that may indicate a child is at risk. The childminder is aware of a wide range of safeguarding issues that may impact on children. She is aware of the procedures to follow if she has a concern about any of the children in her care or in the event of an allegation being made about her or a household member.

What does the setting need to do to improve?

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

- plan more precisely to support children to make even more progress in their next stages of learning
- provide opportunities for children to learn about different cultures, to promote their understanding of diversity.

Setting details

Unique reference number	EY342651
Local authority	Somerset
Inspection number	10263577
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	13
Date of previous inspection	5 May 2017

Information about this early years setting

The childminder registered in 2006. She lives in Wellington, Somerset. She works Monday to Friday, all year, from 8am to 5.45pm. She provides funded early education for children aged two-, three-, and four-years old.

Information about this inspection

Inspector

Den Russell

Inspection activities

- This was the first routine inspection the childminder received 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 provider.
- The childminder and the inspector completed a learning walk of the setting, where they discussed the early years provision and the aims of the curriculum.
- The inspector observed the childminder's interactions with the children.
- The inspector held discussions with the childminder throughout the visit and discussed how the setting is managed.
- The inspector read statements from parents to gather their views about the setting.
- Children spoke to the inspector throughout the inspection.

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