

Childminder report

Inspection date: 24 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children form very close attachments with the friendly and approachable childminder, who knows them well. The childminder works extremely closely with parents to meet children's individual care needs and to support those children with special educational needs and/or disabilities (SEND). She has high expectations for their continued learning and development and provides an enticing environment for children to explore. Children have a positive attitude to their learning and make decisions about their play with confidence, showing sustained interest in their chosen play. They feel emotionally safe and secure. They seek reassurance from the childminder to speak to new visitors at the setting and receive cuddles when needed. The childminder supports children effectively to manage their behaviour and they begin to negotiate and take turns well.

Children show great curiosity in the rich range of experiences on offer. For example, they find Arctic animals to make footprints in the fake snow, showing great delight in the marks they make. The childminder provides encouragement to help those less confident in messy play to engage and explore their ideas. She demonstrates awe and wonder well, commenting on how the shaving foam expands and gets bigger.

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

- The childminder plans a well-balanced curriculum that helps children make good progress across all areas of their learning. She has a good understanding of how children learn, their interests and next steps in learning to help her plan effectively. For example, she organises large painting activities with a range of tools to help some children have a greater range of arm movement to develop their strength and encourage their early writing skills. On occasion, the childminder does not give children the time to persist and solve problems for themselves or to complete tasks of which they are capable.
- The childminder works closely with other professionals to support children with SEND. For example, she has introduced the use of a peg on writing tools to help children maintain a correct grip and support hand muscle strength. Children are keen to place these independently on their felt tip and persevere with the technique. They carefully colour the different animals on the cloth map and identify the Arctic animals they have seen in a book. Children are very proud of their achievements and receive consistent praise, which builds their self-esteem extremely effectively.
- Children communicate well. The childminder uses her training well to use inventive ways to broaden children's vocabulary and shares her knowledge with parents so that they can support their children at home. The childminder frequently involves children in conversations and encourages them to recall past

events. Children communicate their ideas well and draw on their experiences. For example, children talk about how the train track is flooded and how trees have fallen on the line after the storm. Children engage well in story telling in their imaginative play.

- Visits and outings the childminder provides within the local environment successfully help children to learn about nature, people and their community. For example, children regularly visit the local residential home. They sing to the residents, play games with them and engage in creative activities, which helps them to develop positive relationships and be respectful of others.
- The childminder promotes hygiene and safety practices effectively and is an excellent role model. Children show good understanding of when they need to wash their hands and do so independently. The childminder consistently provides children with clear explanations to help them understand how to keep themselves safe, such as putting the lid down on their drinks in case they spill on the floor. She questions them well so that they can think about the possible consequences and assess risk.
- The childminder evaluates her provision well. She has a good understanding of her priorities for improvement, such as how to engage parents more and to provide children with opportunities to challenge themselves and tackle problems.

Safeguarding

The arrangements for safeguarding are effective.

The childminder protects children well on outings. She carries out individual risk assessments when children need them, to ensure she meets their needs and that they remain safe. The childminder has a good understanding of her policies and procedures and implements these effectively, such as following exclusion guidelines when children are infectious. She attends regular training and keeps herself up to date on wider safeguarding concerns, such as domestic violence. She has a good understanding of her responsibility to report any welfare concerns about a child to appropriate agencies. The childminder works well with the parents to protect children when using electronic devices, such as having discussions around screen time.

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 all opportunities that arise to help children solve problems and to do tasks of which they are capable.

Setting details

Unique reference number	EY343047
Local authority	Somerset
Inspection number	10125615
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 November 2015

Information about this early years setting

The childminder registered in 2006. She lives in Hambridge, Somerset. The childminder receives funding to provide early years education for children aged two, three and four years. She holds a degree in early years education. The childminder provides care for children Monday to Thursday, all year round.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector observed the childminder's interactions with children as they played inside.
- The inspector spoke with the childminder about how she plans activities and how she organises the environment and outings to support learning.
- The inspector considered the written views of parents and talked to the children present on the day of inspection.
- The inspector sampled required documentation, including medication and accident records.

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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