

Childminder report

Inspection date: 27 March 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

Children are happy and emotionally secure. They quickly settle and have warm relationships with the childminder and each other. The childminder plans an effective curriculum, organising her premises successfully, so that children can make choices and lead their learning. For example, babies press buttons and show delight at the effect this has and are fascinated by their own reflection in a mirror. Toddlers persevere with stacking pots inside each other, using trial and error to succeed. Older children learn to solve problems, as the childminder encourages them to work out how to attach a dolls' swinging cradle to its frame. Children are confident and develop positive attitudes to learning.

The childminder seeks good information from parents on children's routines, abilities and care needs. She monitors children's learning well, using the information effectively, to quickly notice any gaps in their development. She works closely with parents to seek any additional support and/or funding, to help children make the best progress they can. This includes focusing her own development to update her expertise and skills, to benefit the children. For example, she has increased her knowledge of sign language to support non-verbal children and those with special educational needs and/or disabilities. The childminder prepares all children well for school.

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

- Children become confident communicators. The childminder provides a rich-language environment. She role models the use of words and responds well to babies' babbling, using visual clues to aid young children's understanding. She adds vocabulary as children play, such as trophy, giving explanations to its meaning. The childminder asks good open-ended questions and adapts her strategies for children's different needs, giving them enough time to think and respond.
- The childminder observes and responds well to what children want to do, such as standing babies on their feet and helping them to balance holding hands or using furniture. This strengthens their legs, ready for walking. Children become confident, active learners. They eagerly take part in action songs and are inquisitive about planned activities. However, some whole-group activities are occasionally too long for the youngest children to sit and engage fully.
- The childminder uses activities well to help children use numbers and recognise shapes. She engages children in singing songs and taking part in number rhymes, with lots of repetition, to help them remember more. However, she does not always use routines as effectively, to support children's mathematical development even further.
- Children become increasingly independent. The childminder helps them to

manage as much as they can for themselves, providing just the right amount of support to enable them to achieve, until they can manage on their own. For example, she demonstrates how to cut fruit and gives children plenty of time to practise for themselves. They help themselves to their drink beakers and enjoy healthy snacks. Children wash their hands before eating and use a mirror to clean their face afterwards.

- Children behave well. The childminder organises many outings and takes children to groups, to extend their social interactions and their experiences. From a young age, the childminder helps them to learn to take care of the environment and value each other. The childminder provides sensitive support for children to understand their emotions, so they show concern when others are upset. Older children learn to be aware of babies on the floor and to be gentle with them. The childminder talks to children as she changes their nappy, and they happily cooperate.
- The childminder has strong partnerships with parents. They share important information, to ensure consistent care and learning for children. The childminder shares her knowledge and resources with parents, such as visual aids to support children's understanding, ideas on bedtime routines and potty training. Parents confirm the positive impact on children's confidence, speech and personal development.
- The childminder continues to evaluate her practice, seeking parents' opinions to ensure she is meeting their needs, and they can share any suggestions to improve. The childminder meets with other childminders, they plan activities together, evaluate their success and share good practice, to ensure continuous improvement.

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:

- improve the organisation of group activities to actively engage the youngest children more effectively
- make greater use of daily routines to support children's mathematical development even further.

Setting details

Unique reference number	EY346618
Local authority	North Somerset
Inspection number	10380561
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	0 to 2
Total number of places	6
Number of children on roll	8
Date of previous inspection	13 June 2019

Information about this early years setting

The childminder registered in 2007 and lives in Weston-super-Mare, North Somerset. She works Monday to Thursday, all year round. The childminder holds an appropriate early years qualification at level 3. She offers government funded places.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, plans her curriculum and what they want the children to learn.
- The inspector talked to the childminder at convenient times and observed the quality of teaching, assessing the impact this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented, during a planned activity, and the impact that this had on children's learning.
- The inspector spoke to children and took account of parents' written feedback.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation.

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