

Childminder report

Inspection date: 24 June 2025

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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this welcoming and friendly childminder and form secure attachments with her. They rush in to see her when they arrive and show her toys they have brought from home. Children show they feel safe and secure and go to the childminder for cuddles and reassurance. The childminder focuses her curriculum on supporting children's personal, social, and emotional development and helping children develop the skills they need to make friends and play cooperatively. Older children freely talk to the childminder about their interests, likes and dislikes, and about their families. Younger children excitedly sing well-known rhymes with the childminder who joins in and responds with praise and encouragement. This builds children's self-confidence. Children enjoy playing turn-taking games with the childminder and each other. They patiently wait for their turn and follow the rules of the game. Older children clap younger children when they find the matching pieces they need.

The childminder understands the importance of giving children a broad range of experiences. She is keen to help children learn about the world around them and ensures children have opportunities to be physically active every day. Children go on daily walks in the local environment and use a range of large equipment when they visit the various local parks. Children enthusiastically talk about how much they enjoy paddling in the nearby stream. These experiences enhance children's learning and helps them feel part of their local community.

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

- The childminder has a clear understanding of what she wants children to learn. She plans and delivers a curriculum that builds on children's knowledge and skills to help all children make good progress from their starting points. She uses her experience and knowledge of how children learn to regularly assess where they are in their development and puts effective support in place if she identifies any gaps in their learning.
- Children benefit from the childminder's thoughtful planning and delivery of focused activities. She skilfully engages and involves all children in adult-led activities and adapts her teaching and questioning to meet the needs of each individual child. For example, she successfully teaches older children shape names such as rectangle and semi-circle and helps younger children say colour names as they all play a shape matching game. This supports children's mathematical development and encourages children to concentrate and focus. However, children do not show the same levels of engagement in their independent play. Children are not always motivated to investigate the toys and activities for themselves and do not spend time fully immersed in independent play that challenges them. This means they become restless as their learning is

not fully extended by the childminder.

- The childminder maintains positive partnerships with parents and communicates well with them. Parents speak highly of the childminder. For example, they say she provides a 'homely environment' where their children feel 'comfortable and happy'. Parents appreciate the information the childminder regularly shares with them. This promotes a joint understanding of children's interests, progress, and needs and helps children make continual progress.
- Children are developing a love of books. The childminder reads with enthusiasm. She uses her voice well to encourage children to join in with words and phrases they know. She pauses to check children's understanding of the story and to help them pronounce any new vocabulary they are hearing. This helps supports children's early literacy skills and promotes their language development. However, the childminder sometimes misses opportunities to fully extend younger and quieter children's emerging communication skills. For instance, younger and quieter children do not always participate during unplanned conversations at snack or lunch times.
- The childminder regularly attends training and participates in local childminder network meetings to keep her knowledge and practice up to date. She works well with other professionals and providers and shares important information about children's learning. This supports children's continuity of learning.
- The childminder provides effective support to help children understand and manage their feelings and sensitively reminds children how to share and take turns. The childminder teaches children phrases to use to help them sort minor conflicts for themselves. However, she is not always clear and consistent with her expectations of children's behaviour. For example, children do not always tidy away their toys when they are asked.

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:

- support children to engage and immerse themselves in independent play by providing more motivating and challenging activities to fully extend their learning
- find ways to include younger and quieter children in group conversations to enable them to share their ideas and thoughts to fully support their language and communication
- set and reinforce clear rules and boundaries to help children understand what is expected of them.

Setting details

Unique reference number	EY357759
Local authority	Somerset
Inspection number	10399100
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 2007 and lives in Taunton, Somerset. She operates from Monday to Thursday, 8am to 5pm, all year round. The childminder holds a childcare qualification at level 3. She offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed interactions between the childminder and children throughout the inspection.
- Children spoke to the inspector throughout the inspection.
- The childminder talked to the inspector about how she monitors children's progress.
- The inspector spoke to parents and took their views into account.

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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