

Childminder report

Inspection date: 5 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 settled, and feel secure in the care of the kind and gentle childminder. The childminder knows the children well and uses her accurate assessments of their learning to plan an exciting curriculum. Children are very confident and engage excitedly in a wide range of activities and learning experiences. The childminder has high expectations for all children and skilfully engages them in conversation to support their speech and language development successfully. Children keenly follow their interests and have many exciting opportunities to find out about the world. They visit a museum or an animal wildlife park and experience different ways of travel, such as on a bus, or they enjoy a boat trip.

The childminder is a very good role model to the children. She encourages them to be polite and respectful and has clear expectations for behaviour. Children develop very secure relationships with one another and the childminder and feel emotionally secure. The childminder makes good use of spontaneous opportunities to enhance children's learning and development further. For example, at mealtimes, she encourages the children to find their name on their place mat and sounds out the letters to support their early literacy skills.

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

- The childminder uses self-reflection well to consider the quality of her practice and provision. She considers the needs of the children attending and works closely with parents to extend children's experiences and learning effectively. For example, the childminder has invested in a pass for a wildlife park where children experience a whole host of adventures, including learning about animals. She has introduced home visits to parents, which she has found beneficial as it gives her the time to talk to parents about the curriculum and the children's development in their own home.
- The childminder promotes children's good language development effectively. She talks to them while they engage in activities and provides a lively narrative. However, occasionally, the childminder asks questions in quick succession, not always giving children the time that they need to answer before moving on with more activities.
- Children develop good early mathematical skills, as they learn about shapes and count in routines and activities. Children count the number of fish they catch with a fishing rod as they play a game. They count the number of carriages as they move a toy train around a track.
- Children have a love of books. They become thoroughly engrossed in looking at books and listening to stories. Younger children climb onto the childminder's lap and engage in discussions about the pictures. The childminder uses books and

stories highly effectively to support children's understanding of people, families and communities beyond their own. For example, she encourages the children to use the pictures to help them choose what they want to wear and what job they would want to do. This helps them to develop an excellent understanding of similarities and differences.

- The childminder includes all children well in activities. However, occasionally, she does not use her excellent knowledge from her observations of the youngest children as effectively as she does for the older children, to keep them all consistently engaged.
- Partnerships with parents are strong. The childminder communicates with parents effectively, providing them with useful information and helping them to feel involved in their children's learning. Parents are very complimentary about the childminder and the service that she provides. They say that they feel very lucky to have found her.
- Children's behaviour is exemplary. They have an extremely good understanding of right and wrong and use language well to talk to one another and resolve any minor differences. Children play exceptionally well together. They share resources easily and take turns, showing great respect towards one another.
- Children's play is highly imaginative. The childminder introduces new words, such as 'jigsaw' and 'wrench' as the children explore a range of tools. The children use the tools as they lie on the floor and use hammers to pretend to fix the furniture. Children make good progress and learn many skills which prepare them well for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and a secure understanding of her responsibilities to keep children safe. She keeps her safeguarding training up to date, including training about wider safeguarding issues. She knows what to do if she has a concern about a child. The childminder completes thorough risk assessments on her home, garden and any outings that she takes with the children. The childminder has a good understanding of appropriate supervision and helps the children to understand what they need to do in order to keep themselves safe.

What does the setting need to do to improve?

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

- give children the time that they need to think about and respond to questions more consistently before moving on with new activities
- use observations and excellent knowledge of what the youngest children already know and can do to encourage their engagement in activities even further.

Setting details

Unique reference number	EY359872
Local authority	Bath and North East Somerset Council
Inspection number	10061493
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 January 2016

Information about this early years setting

The childminder registered in 2007. She lives in High Littleton, Bath and North East Somerset. The childminder holds a relevant early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years. She works Monday to Friday, all year round.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The childminder gave the inspector a tour of the premises. She talked about how she delivers the curriculum, and about children's learning and progress.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector read parental feedback and took account of their views.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of 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.

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