

Childminder report

Inspection date: 19 January 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children truly flourish in the care of this dedicated childminder. They are extremely happy and independently explore, confident in the inviting and safe environment. The childminder has flexibly adapted her arrangements during the COVID-19 pandemic. Her video calls, messages and personalised activity packs for the children provided an essential lifeline for families during periods of national lockdown. She works closely with parents to get to know new children and support their needs. She conscientiously provides individual visits and outdoor sessions to effectively help new children settle into her provision.

The childminder and her assistants work very effectively together to meet children's individual needs and to provide excellent support to help children progress. Children have very strong attachments and relationships with the adults that care for them. Parents comment that children's confidence and interaction with others has significantly improved. They note that this is particularly pleasing, as their children have experienced limited social contact because of the pandemic. Children behave exceptionally well. The childminder and her assistants are extremely patient. Their clear explanations and timely support help children to understand and manage their emotions, share, and take turns. Children learn to appreciate the needs and differences of others. The childminder successfully uses children's own family experiences, such as the arrival of new siblings, to help them learn how to be caring towards babies. Children gain highly relevant and useful skills and show extremely positive attitudes towards learning.

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

- The childminder has an effective cycle of observation, assessment and planning. She is acutely aware of any areas where children may be at risk of falling behind expected development. She plans her curriculum precisely, so that it identifies and supports children's next steps in their learning. She ensures she works closely with parents and other settings children attend and promptly seeks help from outside professionals, where this is needed. As a result of this collaborative approach, children make substantial and sustained progress across all areas of learning. This includes two-year-olds in receipt of funding.
- The childminder and her assistants are extremely skilful in threading support for children's language into activities, routines of the day and as children play freely. Their exceptionally responsive teaching and their repeating of sounds and words correctly develops young children's speech and communication excellently. Children relish the childminder's innovative story times. They listen attentively and show excellent understanding as they offer key phrases and actions at appropriate times.
- Children, including those that receive additional funding, very effectively gain the

skills they need for their move on to school. Children are closely supported to think about and solve problems they encounter, such as how to work out ways to successfully transport toys on the back of a trike. Older children make meaningful marks in practical activities, and practise forming and sounding out letters of their names. They confidently and knowledgeably sing songs and take turns to recite their favourite poem at group time.

- The childminder sets out her home with a highly organised range of exciting resources and inspirational activities. She makes excellent use of all areas inside and outdoors, maximising opportunities for children to make choices. Children build with blocks, relish painting and experiment mixing brightly coloured water. Young children explore ball runs and marvel as they roll pumpkins along the paving. They toddle in and out of the outdoor playroom, readily following their interests.
- The childminder fosters children's personal development superbly. She ensures every child is included and obtains additional resources to help support children's individual needs and access to the environment. The childminder and her assistants work tirelessly to develop children's independence, patiently taking time to involve them in the routines of the day. Children carefully cut up their fruit at snack time, proudly set the table for lunch and persevere to get their shoes and coats on to go outside.
- This inspirational childminder works closely with her assistants, supervising and supporting their practice very effectively, including helping them achieve early years qualifications. They work as a highly effective team, collaborating closely to evaluate and analyse all aspects of their provision. The childminder networks with other providers to share ideas for best practice and to develop her skills and provision further. She sharply focuses training on the changing needs of the children, such as to help children manage their emotions and develop their self-confidence and interactions with others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have an in-depth understanding of how to recognise and refer any concerns about children's welfare. They ensure they keep their knowledge up to date through a wide range of training and refresher safeguarding quizzes at their monthly meetings. The childminder's excellent organisation and thorough risk assessments help them to ensure that children's safety is always promoted. The childminder and her assistants are vigilant as children play, reminding them of safe practices and offering excellent explanations to further children's understanding. For example, they help children safely navigate areas in the garden on ride-on toys and remind them of the safe use of tools, such as scissors.

Setting details

Unique reference number	EY378716
Local authority	North Somerset
Inspection number	10125664
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 10
Total number of places	18
Number of children on roll	26
Date of previous inspection	30 June 2016

Information about this early years setting

The childminder registered in 2008 and lives in Weston-Super-Mare. She operates all year round from 7.15am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She works regularly with two assistants. The childminder and one of her assistants hold relevant early years qualifications at level 3. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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