

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children settle quickly into a welcoming environment, which provides them with a broad range of learning experiences. They form close bonds with approachable and friendly adults. Children are happy to see their friends and are keen to engage in play promptly, such as exploring monster trucks. Children are kind to each other and invite their friends to share the trucks. Babies are held close and reassured when they become upset, which helps them to feel safe.

Children benefit greatly from a well-organised environment, which provides them with opportunities to make decisions about their play. The youngest children have good opportunities to develop their mobility. They pull themselves up to reach for pebbles and gain stability in their movements. They enjoy a to-and-fro passing game with the childminder, giggling happily. Older children enjoy throwing a rugby ball to each other, taking turns well and receiving regular praise as they become more competent in their catching and aiming skills.

Children participate enthusiastically in parachute games, developing good physical strength. They listen well to instructions, lifting the parachute high, low, fast and slow. The childminder uses children's names to help them understand when it is their turn to choose a different way of moving.

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

- The childminder has good knowledge of the children in her care. She talks regularly with parents, especially as children start at the setting. She and her assistant make regular observations of children's engagement in chosen and focused activities. They use their observations well to identify what children know and what they need to learn next to help them plan the curriculum successfully.
- The childminder and her assistant help children to gain good communication and language skills. For example, the childminder encourages young children to remove their dummies to enable them to speak clearly. The childminder and assistant provide an ongoing commentary to young children's actions to build their vocabulary. They respond well to babies' babble and engage older children in discussions, where they introduce more specific vocabulary. However, the childminder does not always consider the best time and environment to read a story so that all children remain focused and engaged.
- On occasion, the childminder is not clear in her instructions to children and they become confused. For example, she asks children to tidy away so that they can play with the parachute. She then offers a different instruction. This leads to some children finding it difficult to re-engage in the activity and they resume playing on the balance bicycles they have just put away.

- The childminder makes good use of the local environment to provide children with a wider range of experiences, acknowledging how some children learn better outside. She considers children's interests. For example, children have shown interest in nature and growth. The childminder offers experiences for children to visit a local pond and to observe the frogspawn. Children confidently talk about growth and life cycles, and build on their own experiences, such as having a new sibling.
- Children develop good personal and social skills. They show concern for each other. For example, a young child notices a younger child's hat has fallen off. They alert the childminder and kindly retrieve the hat and place it carefully back on their head. Children behave well. The childminder helps children to resolve any issues arising. For example, when a child becomes unhappy that another child is sat on their chair, the childminder models language to help the child ask nicely.
- The childminder and her assistant support children's welfare successfully. The childminder follows good hygiene practices when changing children's nappies. She supports children sensitively as they begin toilet training, working closely with parents. Children show pride in their achievements, developing high levels of self-esteem.
- The childminder reflects well on her practice. She, and her assistant evaluate the success of activities and what children have learned. They identify training which will support their ongoing professional development and improve outcomes for children, such as how two-year-olds think and learn.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have good knowledge of the possible signs of abuse and the procedure to follow should they have a concern about a child's welfare. The childminder and her assistant use their risk assessment effectively to keep children safe, including on outings. They help children to understand about keeping themselves safe, pointing out potential risks. For example, they help children identify safe places, away from crawling babies, to ride their bicycles. The childminder maintains an accurate record of children's attendance and sensitively follows up on any unscheduled absences.

What does the setting need to do to improve?

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

- provide children with clearer instructions to help them understand what is expected of them next
- organise group times to enable all children to be fully engaged and able to enjoy the story.

Setting details

Unique reference number	EY391002
Local authority	Somerset
Inspection number	10277065
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	5 January 2023

Information about this early years setting

The childminder registered in 2009 and lives in Bishops Lydeard, Somerset. She works with an assistant and cares for children from Monday to Thursday, all year round. The childminder receives funding to provide free early years education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision including the aims for children's learning.
- The inspector observed the childminder's and her assistant's interactions with children.
- The inspector considered the views children spoken to during the inspection and the written views of parents.
- The inspector offered a joint observation.
- The inspector sampled required 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 2023