

Childminder report

Inspection date: 4 May 2023

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 have very strong close trusting bonds with the childminder and her mother, who works as her assistant. They are confident, happy and safe at the childminder's provision. Older children are respectful to the other children. Younger children begin to develop an awareness of the needs of others and share items.

The childminder works with her assistant to outline a planned curriculum focused on each child's development needs. Children are motivated to practise their skills and make good progress. Children develop a love of nature. The childminder places high importance on giving children lots of opportunities to explore the natural world. She takes the children to local woodlands and forest school sessions. Children relish investigating plants in the childminder's garden. They select leaves and explore flowers, making mixes at the little outdoor play kitchen and enjoy discussing these with the childminder. Children enjoy stories focused on insects, such as bees. They learn that bees like flowers and make honey.

Children thrive on the individual attention they receive. The childminder thoughtfully ensures that quieter children have their chance to speak. She sensitively supports younger children's emerging speech, copying, and extending the sounds they make and modelling appropriate words. Older babies start to use single words. The childminder and her assistant offer them lots of praise, celebrating their new skills.

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

- The childminder is dedicated to the children and families who use her provision. She builds beneficial links with parents and staff at other settings children attend. They share a comprehensive range of information to support a consistent approach for children. The childminder seeks training and advice from outside professionals to provide highly effective support for children, including those with special educational needs and/or disabilities.
- The childminder works well with her assistant. They communicate about all aspects, reflecting on their practice and making changes to benefit the children. The childminder works closely with other local childminders to share good practice and gain new ideas to enhance her provision. Parents are very positive about the care and the opportunities that the childminder and her assistant provide for their children.
- The childminder and her assistant support older children to gain skills in readiness for their move on to school. They use good teaching strategies to challenge children to 'have a go' and progress their skills. Older children count well and represent numbers on their fingers, holding them up to show the childminder how many five is. They persevere well to form letters of their

names. Children lead their own self-care using the toilet independently, and get their boots on to go outside.

- Children develop their physical skills very well using equipment in the childminder's garden. They have fun with their friends as they cooperatively use the roundabout seesaw. They ride scooters along the path, using the brake effectively and navigating around their friends.
- The childminder takes children out daily. She regularly meets up with other childminders and attends local play-based groups to develop children's social skills. She takes children to join the elderly residents of a nearby care home in a music and singing session, developing their appreciation of others and their links with the local community very effectively. The childminder also thoughtfully hosts useful events for her families, so both children and parents build helpful links and friendships with other families.
- The childminder works with her assistant to monitor children's progress regularly and accurately, carefully identifying any gaps in children's development and making plans to close these. However, they do not always carefully plan their adult-led activities to match the needs of all the children. Sometimes the activity is pitched too high for the youngest children. While older children are challenged very effectively, the younger children become disinterested and their learning does not develop as much as possible.
- The childminder and her assistant focus closely on promoting children's healthy lifestyles. They teach children good hygiene practices. They have conscientiously undertaken training to teach children how to take care of their teeth. They implement these into the daily routines at their provision and have shared useful tips with parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe. They are confident in their knowledge of areas of concern and the processes to follow to get children help. The childminder leads suitable procedures when she takes children on outings, ensuring that they keep children safe. She carries out thorough assessments of all areas of her home to outline any hazards, including ensuring children are safe while building work is undertaken on her premises. She teaches children to recognise and manage risks and older children show good understanding.

What does the setting need to do to improve?

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

- extend group activities and experiences to consistently support the differing needs of the youngest children.

Setting details

Unique reference number	EY394874
Local authority	North Somerset
Inspection number	10280178
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 8
Total number of places	12
Number of children on roll	16
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2009 and lives in Winscombe, North Somerset. She operates 8am to 5.30pm Monday to Friday, all year round. She works with an assistant three days a week. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged 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, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- 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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