

Childminder report

Inspection date: 18 July 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 are happy and feel safe in the childminder's home. Younger children move around freely, selecting and playing with resources on offer, and warmly interact with each other. This helps children grow their self-confidence and engage in activities available. Children's confidence also shines through when they walk up to the inspector, introducing themselves with ease.

Children exhibit good behaviour, attentively following the childminder's instructions. The childminder, as a good role model, sets high standards, gently reminding children of expected behaviour to maintain a respectful environment.

Children make notable progress in their learning and development, showing improvement in areas such as language development, social interaction, and understanding of numbers. The childminder shows a strong commitment to children's overall development. The childminder's curriculum plan aims to focus and build on what children already know and can do. For instance, children enjoy familiar songs. The childminder skilfully helps them to learn more during sing-alongs. She prompts older children to recall lyrics, introduces numbers and familiar words in a different language, and uses actions to promote physical participation. By fostering a joy for learning, the childminder helps each child become an active participant in their own development.

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

- The childminder supports children's developing speech and communication skills effectively. She models language and encourages children to initiate conversation and sustain dialogue. For example, children enjoy talking about what they have observed in books or from personal experiences. Furthermore, the childminder sparks children's curiosity and strengthens their critical-thinking abilities by posing thought-provoking questions.
- The childminder prepares children for the next stage in their education. She seizes every opportunity to improve their listening skills and instils an understanding of crucial social skills, such as sharing and turn taking. This preparation is especially beneficial for the older children on the verge of making their transition to school.
- The childminder demonstrates that she knows children well, offering them a wide range of meaningful learning experiences, indoors or outdoors. Children delight in collaborating to build models with blocks, expressing their own ideas using small-world toys, participating in egg-and-spoon races, and exploring their natural surroundings. However, there are instances where the childminder does not always review the organisation of group activities to reflect the individual needs and abilities of younger children. This potentially hinders their opportunity

to fully explore and enjoy the learning environment.

- Children develop their independence skills. They proudly retrieve their shoes from the basket, putting them on themselves, and learn to put on their coats, practising zipping them up. The childminder encourages children to lead their own learning and make decisions about their preferred play choices. For example, the childminder asks the children where they would prefer to have their lunch, giving them the choice to eat outdoors.
- The childminder plans daily outings to local attractions, such as parks, nature reserves and zoos. Children thoroughly enjoy these trips. They engage with the natural environment by collecting leaves and sticks from parks and observing and learning about animals at the zoo. These outings offer children the opportunity to further develop their physical skills.
- Parents express high praise for the childminder and show satisfaction with the care their children receive. They appreciate the daily face-to-face updates about their children, as this reassures them about their children's safety and happiness. Additionally, parents commend the childminder for offering a range of outdoor learning opportunities for their children.
- The childminder has a strong commitment to professional growth. She actively seeks training opportunities to enhance her practice. Additionally, she participates in a childminding group, sharing ideas and best practices with other childminders, enhancing her own skills and knowledge. This also enables her to create a more stimulating learning environment for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to provide a safe and secure environment. She supervises children well as they play and knows how to minimise potential risks, such as installing safety gates to prevent children from accessing the stairs. The childminder has a secure knowledge of safeguarding and keeps up to date with relevant training to refresh her knowledge. The childminder knows the signs to be aware of and who to contact if she has any concerns about a child in her care. She is also familiar with the procedure for reporting allegations made against herself or a household member.

What does the setting need to do to improve?

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

- revise the organisation of group activities to reflect the diverse needs and abilities of children, especially the younger ones, to further enhance their level of engagement.

Setting details

Unique reference number	EY410456
Local authority	North Somerset
Inspection number	10299890
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	6
Date of previous inspection	15 January 2018

Information about this early years setting

The childminder registered in 2010. She lives with her husband, who is also a registered childminder, in Portishead, North Somerset. She holds a home-based childcare certificate at level 3. Childminding takes place Monday to Friday, from 7.30am until 6pm, for most weeks of the year. The childminder is in receipt of funding to provide free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Stella Orfanidou

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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