

Childminder report

Inspection date: 25 January 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 engaged in their learning and have strong bonds with the childminder and her assistant. The childminder involves children when choosing new resources to buy for the setting. This helps children to feel valued and enables them to follow their own interests. Children behave well and have a good attitude towards learning. The childminder and her assistant teach children how to sit and listen to stories. They remind children about good listening skills. This prepares children to be successful learners in the next stage of their education.

The childminder and her assistant have a very good working relationship. They communicate daily about the children. They regularly think about ways to improve their service. They ask parents to give feedback and take on board their ideas. They know the children well. The childminder finds out what children can already do when they start at the setting. Along with her assistant, she plans activities based on children's interests and what they need to learn next. The childminder monitors children's progress across the curriculum to check for gaps in their development. When she identifies gaps, she provides activities to support children to catch up. The childminder informs parents about their child's development and gives ideas for activities that they can do at home. This ensures that children are regularly practising the skills that they need to make progress.

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

- The childminder supports children to learn about different cultures and festivals, such as Chinese New Year. She provides children with play resources that are linked to Chinese culture. She introduces new vocabulary, such as 'wok', 'chopsticks', 'noodles', 'ox' and 'rooster'. The childminder encourages children to look at and taste fruits grown in China. This teaches children about the diverse world they live in and prepares them for life in modern Britain. Children develop their fine motor skills, for example by cutting lychees and peeling off the skin. However, the childminder sometimes rushes activities. This does not allow children to fully explore the resources available and expand on their ideas.
- The childminder incorporates mathematical skills in different activities. She models how to count and patiently encourages children to have a go. This helps children to strengthen their basic number skills. However, on occasion, the childminder does not fully consider learning opportunities for younger children during group activities. As a result, opportunities to build on and enhance younger children's learning are missed.
- The childminder understands the importance of early speech and language development. She regularly reads stories and sings songs to children. The childminder sensitively corrects children when they make mistakes. For example, she repeats 'dog' back to children within a sentence when they have said

'doggy'. The childminder points out when she has made mistakes herself and explains that this is how we learn, which gives children the courage to try new things and to persevere. This supports children to make good progress in their speech and language development.

- The childminder takes children on trips to explore the local environment. They visit the farm and go to a soft-play area. This helps children to develop their physical skills and learn about the world around them. The childminder regularly meets with other childminders to do activities as a larger group. This helps children to develop their social skills in preparation for school.
- The childminder prepares children for school. She encourages them to be as independent as possible in tasks such as toileting and getting dressed. She provides information to parents and teachers about each child when they go to school. This ensures consistency in children's care and educational progress.
- Children behave very well in the setting. The childminder reminds children to use 'kind hands' and praises them when they do so. She encourages good manners and reminds children to say 'please' and 'thank you' and to cover their mouths when they sneeze or cough. This teaches children to be polite, kind and respectful.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can recognise signs of abuse and knows to take action if she suspects abuse has taken place. She has ensured that her assistant has attended training in administering paediatric first aid and in safeguarding children. The childminder can identify children who may need early help and has a secure understanding of the signs that might indicate that a child is at risk of radicalisation or extremism. The childminder carries out risk assessments for outings and teaches children to follow safety routines to ensure that they remain safe. The childminder encourages children to risk assess the environment for themselves. This enables children to learn how to keep themselves safe. All visitors sign in and are not left unsupervised with children.

What does the setting need to do to improve?

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

- develop teaching practice further to make sure that younger children's learning is always thought about during group activities
- enhance children's learning by ensuring that they have enough time to fully explore and test out their ideas during activities.

Setting details

Unique reference number	EY414864
Local authority	North Somerset
Inspection number	10263442
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 3
Total number of places	7
Number of children on roll	9
Date of previous inspection	2 May 2017

Information about this early years setting

The childminder registered in 2010 and lives in Locking, Weston-super-Mare, North Somerset. She operates from Monday to Thursday all year round. The childminder is a lead childcare practitioner and holds an early years qualification at level 3. She employs an assistant.

Information about this inspection

Inspector
Kate Rogers

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, the childminder's assistant and the children.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- Parents shared their written views of the setting with the inspector.
- A joint observation with the childminder was carried out, and discussions about the quality of the teaching observed were held.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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