

Childminder report

Inspection date: 10 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are eager to start their day with the gentle, caring childminder. They excitedly come in and join their friends. Children are confident to ask the childminder for help or what they want to do. For example, children ask to play outside after snack, and the childminder adapts her plans to follow the children's interests. Children enthusiastically talk about what they like to do while with the childminder, such as make and play with dough.

Children become deeply engrossed in their play and are keen to explore and to learn. For example, children fill containers from the tap outside and pour water from one container to another, talking to each other and the childminder about what they are doing. This develops children's physical control and their independence in selecting and using equipment. The childminder plans activities across all areas of the curriculum to give children a wide variety of learning opportunities, and children are making good progress in most areas of their learning. Children benefit from trips to toddler groups, parks and local places of interest, where they are able to interact with a wider group of children and explore different environments.

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

- The childminder supports children's speech and communication development well. She frequently interacts with children, showing interest in what they are playing with and introducing vocabulary to extend children's thinking. For example, she describes the texture of different objects, which introduces children to a wide range of descriptive words, such as 'rough', 'hard', 'smooth' and 'soft'.
- The childminder knows children very well and builds on children's interests to engage them in learning. She identifies areas where children need to develop further and plans activities to support children's skills in these areas. However, at times, the activities are not sufficiently challenging for children, and the childminder does not always extend activities so that children develop their learning as much as they could.
- Children show high levels of independence. The childminder gives them small tasks, such as handing out the lunch plates and cutting up their fruit for snack, to develop their independence and confidence. She teaches children to start to care for themselves and to understand how to keep themselves healthy. For example, children are learning to wash their hands independently and talk about washing away the germs.
- The childminder has clear rules and boundaries in the setting, and children behave well. The childminder respectfully gives children a five-minute warning before tidying away an activity, and children promptly help to put their toys

away when the timer sounds. Children are respectful and polite to the childminder and to each other.

- Children show care and concern for each other. The childminder supports children to share and to work together. For example, children carry a box of toys between them, and they negotiate putting it back on the shelf safely.
- Partnerships with parents are strong. Parents are highly complimentary about the childminder and the care she provides. They recognise the progress their children have made while with the childminder and value the advice she has given, which has enabled them to support their children at home.
- The childminder works with parents and other professionals to support children. She shares information with other early years provisions children attend so that they have a good understanding of the children's needs.
- The childminder accesses training to improve and develop her knowledge and practice. She has attended training on supporting children with their emotions and has implemented into her practice the strategies she has learned. For example, she identifies when she needs to intervene to distract children or to help them manage their emotions before they become overwhelmed. She has shared ideas from the training with parents so that they can use these at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has processes in place to record and report concerns about children's welfare, including when children may be at risk of harm. She is aware of the signs and symptoms that may indicate a child is at risk. The childminder knows how to report allegations about herself or household members. She regularly assesses any risks in the setting, including in the garden, and puts measures in place, where needed, to ensure that children are kept safe.

What does the setting need to do to improve?

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

- ensure activities are sufficiently challenging for children, to extend their learning further.

Setting details

Unique reference number	EY415373
Local authority	Somerset
Inspection number	10285581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	5
Number of children on roll	11
Date of previous inspection	11 October 2017

Information about this early years setting

The childminder registered in 2010. She lives in Yeovil, Somerset. The childminder provides childcare each weekday, from 7.45am to 6pm, for 48 weeks of the year. She holds a level 3 early years qualification. The childminder receives funding for the provision of free early education for three- and four-year-old children.

Information about this inspection

Inspector

Louisa Painter

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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed an activity and discussed with the childminder what she intended the children to learn.

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