

Childminder report

Inspection date: 11 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children show high levels of respect for their friends. They thrive in the consistent praise they receive from the childminder and her assistants, which promotes their self-esteem. The childminder is an effective role model in encouraging children to be independent in managing everyday tasks for themselves. For example, the childminder notes down children's individual accompaniments, such as when learning to tie their own laces, before placing these into the 'I can' jar, which she shares with parents. She knows how to make children feel valued. Children are highly confident, happy and secure at this setting.

Children benefit from enriching learning experiences. They enjoy outings to the aquarium and daily visits to the enclosed forest school, which is part of the childminder's provision. During the inspection, children enjoyed chasing their friends in the open woodland area. They climbed on large tyres and engaged in imaginative play in the mud kitchen. The childminder has created an inviting seating area in the forest school for children to enjoy circle time. Children show good focus as they listen to their favourite story, while enjoying hot chocolate. Children make good progress and gain valuable skills to prepare them for their future learning.

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

- The childminder devises short- and long-term curriculum plans to ensure children reach their full learning potential. She has been helping pre-school children prepare for starting school. For example, children have been learning to use cutlery independently and show good pencil control when attempting to write their names. However, although the childminder provides a broad curriculum, she sometimes places less focus on promoting children's use of everyday technology, compared to other areas of learning.
- Children enjoy exploring books. They learn to name the different features of books, such as the 'author, title' and 'front' and 'back' cover. The childminder makes story time fun and engaging. She changes her voice to get into the character and responds to children's interest and questions. Children demonstrate good listening skills and remain focused through the story session.
- The childminder knows how to support children with special educational need and/or disabilities. She works in partnership with parents and professionals, such as the speech and language therapist, and offers early intervention. The childminder is currently implementing a local initiative called 'Language for Life' to help improve the speech and language outcomes for children under five years. As part of this programme, she has been focusing on linking activities and asking specific questions to target children's communication and language needs.

- Children benefit daily from a range of healthy foods, including fresh fruits. The childminder promotes sun safety well. She reminds children to drink regularly, wear sun hats, and to play in shaded areas. Children bring in healthy packed lunches from home. The childminder caters for children with special dietary requirements and provides alternative foods, such as oat milk.
- The childminder implements effective hygiene routines. She reminds children of regular handwashing and promotes good oral health. She teaches children about the importance of brushing their teeth and choosing low sugar options. The childminder intends to introduce dry brushing into the children's daily routine. This was postponed due to the COVID-19 pandemic, to limit the spread of infection.
- The childminder and her assistants work well together. The childminder meets termly with her assistants and offers one-to-one support sessions. Staff have opportunities to improve their knowledge as part of their ongoing professional development. The childminder and her assistants have attended a course on emotional coaching, where they learned how to respond to young children's feelings and to help them regulate these. However, there are some gaps in staff's knowledge around promoting diversity and the use of inclusive language.
- Parents are highly complimentary about the tailored care and support their children receive. They praise the childminder and her team for helping their children gain new skills and to flourish. Parents comment that they receive regular feedback and their children thoroughly enjoy the many fun and educational activities on offer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a secure understanding of their role to safeguard children. The childminder ensures all staff update their safeguarding training. She regularly assesses their knowledge to ensure they can identify any signs that may suggest a child is at risk of harm. The childminder and her assistants are familiar with the procedures for making a referral about a child, including the process for reporting any allegations. All staff have a good understanding of safeguarding issues, including county lines. The childminder conducts daily checks to remove any hazards and provides a safe environment.

What does the setting need to do to improve?

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

- increase opportunities for children to broaden their knowledge and understanding of using everyday technology for a purpose
- support staff to strengthen their knowledge of how to promote diversity, so children learn to appreciate differences between themselves and others.

Setting details

Unique reference number	EY416935
Local authority	Bath and North East Somerset Council
Inspection number	10125922
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	2 to 5
Total number of places	12
Number of children on roll	21
Date of previous inspection	6 May 2015

Information about this early years setting

The childminder registered in 2010 and lives in Chewton, Keynsham. She employs three part time-assistants and currently supports a student placement. The childminder provides care Monday to Friday during school term time. She operates from 9.15am to 2.45pm. The childminder is a qualified teacher and one staff holds a relevant qualification at level 3.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- This was the first routine inspection the provider 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 completed a learning walk together and discussed the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The inspector observed the childminder's and her assistants' interactions with the children during the inspection and the impact this had on children's learning.
- The childminder carried out an activity and discussed the effectiveness of this and how well it supported children's learning.
- The childminder made some documentation available for the inspector to view.
- The inspector gathered written feedback from parents and took account of their views.

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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