

Childminder report

Inspection date: 9 November 2022

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

The childminder provides a warm and welcoming environment for the children in her care. Children understand the routines of the day and know what to expect, which helps them feel secure. Children are happy and settled. They are confident to ask for help if needed and to ask the childminder to join in their play. Children laugh with delight during a game where they 'hop like a rabbit, roar like a lion, jump and slither'. The childminder ensures that even the youngest child joins in the play.

The childminder makes children feel valued. She praises them for their achievements. She also joins them in their own personal celebrations. For instance, after fitting a toy car in a tight space, a child looks up and says, 'I did it'. The childminder acknowledges and joins in the child's celebration.

Children access a wide range of learning opportunities through daily outings into the local area and community. They regularly visit toddler groups, where they learn to interact with different people. Parents say that the children love the outings and learn from their experiences. Parents also comment that they feel involved in their child's learning journey.

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

- Partnership with parents is strong. The childminder knows the children and their families very well. She collects information from parents on children's learning and development before their child starts. The childminder uses information received to sequence children's learning. Children make good progress from their starting points. To promote continuity of care, the childminder gives parents daily updates on children's routines. Parents make positive comments about the support their children receive.
- The childminder is a positive role model for the children. During play, she models taking turns and says 'thank you' when they give her items. She praises children's efforts and positive behaviour. They beam with pride for having their successes acknowledged.
- The childminder provides a range of resources which support children's learning and development. She places them at children's level to promote independence. The children enthusiastically select what to play with. However, at times, due to the number of toys on the floor, the children lose focus.
- The childminder provides numerous opportunities for children to develop good speech and language skills. She uses every opportunity to introduce children to new vocabulary. For example, she names shapes, fruits, vegetables and cooking utensils during play. She models language and reinforces correct pronunciations. The childminder repeats babbling sounds made by the younger children, sings

songs while changing nappies and gently talks to them. Children are becoming good communicators. They talk to each other and the childminder in a variety of situations.

- The childminder observes children's play. She often makes suggestions to extend their learning. However, at times, the childminder does not give children enough time to put their own ideas into practice. As a result, children's learning is not always maximised when exploring the range of resources available.
- Parents provide snack and lunches. The childminder discusses healthy food choices with parents and children. She understands the benefits of regular sleep times for babies and ensures they can sleep when needed. She teaches children good hygiene practices, such as washing hands before eating. During the daily outings, children enjoy fresh air and exercise. The childminder promotes healthy lifestyles.
- The childminder regularly evaluates her services. She knows her strengths and is keen to continuously improve her provision. She makes changes to her practice to ensure that it remains relevant to the children. The childminder recently created an inviting book corner to make books even more accessible to children. Children love this cosy corner. They look at books frequently throughout the morning. The childminder works in close partnership with other childminders and the local authority.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of child protection. She attends regular training to ensure her knowledge is up to date. The childminder understands all areas of safeguarding, including county lines. She is confident about the procedures to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure.

What does the setting need to do to improve?

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

- give children enough time to explore and develop their own ideas when playing
- review the organisation of the indoor resources to further support children's concentration.

Setting details

Unique reference number	EY419998
Local authority	North Somerset
Inspection number	10235489
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 2
Total number of places	5
Number of children on roll	3
Date of previous inspection	20 February 2017

Information about this early years setting

The childminder registered in 2010 and lives in Portishead, North Somerset. She provides her service from Monday to Friday throughout the year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Rosie Roberts

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about children's learning and development.
- The inspector read feedback from some parents and took their views into account.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with 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.

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 2022