

# Childminder report

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Inspection date: 7 May 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settled in the childminder's provision. The childminder and her assistant are in tune with babies' and children's needs, and they offer them effective and sensitive care. Children quickly form close and beneficial relationships with them, and children's confidence grows.

Children progress their skills very well. The childminder has a considerable amount of experience and works closely with her assistant to lead strong practice. They both know how children learn and develop. They focus on supporting all areas of children's learning. They work closely together to assess children's achievements and support gaps in their development to close.

Children develop a keen interest in books and build their literacy and communication skills very effectively. The childminder's assistant inspires the varied ages of the children at story time. Children listen attentively and learn new words and terms. She patiently gives children time to practise their vocabulary and conversation. They confidently share their knowledge and discuss things that interest them that are related to the story. Children enjoy borrowing books to take home to share with their parents and proudly place them in their book bag. Older children write letters of their names and recognise other key letters. They show strong skills in readiness for their move on to school.

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

- The childminder and her assistant promote children's physical health and well-being very well. They encourage them to drink water and have healthy fruit snacks. They promptly support babies' needs, following their routines and care needs carefully. The childminder carries out thorough risk assessments and organises her home appropriately for the ages of the children who attend. She reviews arrangements to ensure that children can explore and play safely.
- Children enjoy being active. Older babies relish the freedom to toddle about and investigate different toys and resources. Children enjoy climbing, jumping and balancing on large soft-play blocks in the childminder's garden. The childminder and her assistant support them sensitively. They allow children the freedom to practise their skills and patiently support them to manage the challenges and small risks they encounter.
- The childminder and her assistant encourage the children to persevere to do things for themselves, trying again when they encounter difficulties. They offer children lots of praise, building their confidence. Young children peel oranges and chop fruit for their snack. They learn to manage their self-care skills, washing their hands and using the toilet with increasing independence. Children of all ages show positive attitudes to developing their skills.

- Children enjoy investigating with their senses. They fill containers with soil to put in strawberry plants. In a linked activity, they cut strawberries and mix this with 'squirty cream', creating different consistencies. The childminder and her assistant add in different resources to extend children's exploration, such as forks for the children to squash the strawberries. They occasionally try to introduce concepts such as maths terms or to outline the different parts of the plants and fruit. However, they do not always reinforce these or adapt them for the different ages of the children and develop children's learning as much as possible.
- The childminder works very closely with parents and other settings children attend, gaining lots of information to get to know children and help them settle into her provision. She promotes a highly collaborative approach, taking time to discuss all aspects of children's development and care with parents, wider family members and carers on an ongoing basis. Parents say that the childminder and her assistant provide them with a great support system and do so much for the children.
- Children show respect for the childminder and her assistant, listening to what they have to say. They teach children about behaviour expectations and help them manage their emotions and share resources; this includes children who need patient additional support. Children learn to enjoy the company of other children and build friendships.
- The childminder takes children on trips into the local and wider community to build their understanding of the world and their confidence in new situations. She meets with local childminders at playgroups so that children can meet with other children and develop their social skills. She takes them to local parks and on bus trips into town to visit different venues, such as the library.
- The childminder supports the practice of her assistants and has clear plans for inducting new staff. She liaises with her assistants daily to evaluate her provision and their practice. She ensures that mandatory and additional training are undertaken to maintain and extend their knowledge and skills. They show dedication to providing the best they can for children and families.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## What does the setting need to do to improve?

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

- persevere with teaching discussions and support and extend the different learning needs of all the children involved in an activity.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY422598                                                                          |
| <b>Local authority</b>                             | North Somerset                                                                    |
| <b>Inspection number</b>                           | 10335331                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 19                                                                                |
| <b>Date of previous inspection</b>                 | 12 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2011 and lives in Weston-Super-Mare. She operates all year round, from 7.15am to 6pm, Monday to Friday. The childminder regularly works with one or two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder and her main assistant both hold an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Rachel Howell

## 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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the 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.

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