

Childminder report

Inspection date: 14 February 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children show that they are at ease and feel safe and comfortable with the childminder and her assistant. Children form positive relationships with the childminder and her assistant and readily approach them to request activities and to share their news. Young children are keen to learn new skills as they practise jumping and hopping to the music. Older children work well together as they pat the sand and make a volcano, sharing ideas about how to decorate it with lollipop sticks.

The childminder has high expectations of the children. They help prepare snack, put on their coats and shoes and independently go outside to play. Children show that they are proud of their achievements and call the childminder over to show her that they have cleaned all the dirt off of the teeth with the toothbrush. They concentrate well during activities, for example when they sort and count various objects. Children show a positive attitude towards their learning.

Parents report that they are very happy with the care and education their children receive. They say their children have progressed well and have developed confidence in socialising with other children. Parents report that they are well informed about what their children are learning and how they can support this at home.

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

- The childminder has made significant improvements to her practice since the last inspection. She now ensures that she gathers important information about children's backgrounds and if there are other professionals involved with them so she can liaise with them. The childminder and her assistant have worked closely with the local authority and attended training. This has helped them make improvements to their teaching and help older children become more prepared for their move to school.
- The childminder and her assistant know the children well, including their interests and stages of development. They know what they want the children to learn next and plan activities and experiences that help them make good progress through the areas of learning.
- Children have lots of opportunities to strengthen their hand muscles in readiness for early writing. They use tweezers to pick up bottle tops and sequins, use basters to blow tissue hearts around a tray and use a range of malleable materials that they can pinch and squeeze. Children use chalks and other drawing and writing mediums to express themselves creatively. They are developing good hand-to-eye coordination and dexterity.
- Children learn about the importance of healthy routines. They eat nutritious

snacks and meals and broaden their palate as they try new foods for the first time. Children describe the texture of their food, saying their breadstick is 'crunchy'. They learn about the importance of cleaning their teeth and the childminder works closely with parents to offer them ideas of how to encourage this at home when children are reluctant to do it.

- The childminder and her assistant promote children's communication and language well overall. They reinforce new words and repeat back what they say correctly to young children. Older children engage in conversations, talk confidently about what they are doing and recall past events. At times, the childminder does not use effective questions that encourage children to think and fully express their own thoughts and ideas.
- Children's behaviour is very good. They show that they have formed friendships and play and talk with the other children. Children are learning to share and take turns and work together cooperatively.
- Children enthusiastically join in with dancing and moving their bodies to music. They wriggle, jump, twist and twirl and enjoy being physically exuberant. Outside, children practise climbing up the slide and balancing on the planks. Occasionally, the childminder does not encourage them to work out and solve problems for themselves. She tells children where to move the plank and the wood it is balanced on, rather than letting them find out how to do it for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a thorough knowledge of child protection and wider safeguarding issues. They know what to do if they are worried about a child's welfare and who to report any allegations to. The childminder and her assistants have completed recent safeguarding training and have also attended various additional courses, for example about the effects of domestic abuse on children. The childminder monitors her assistants' ongoing suitability regularly. She provides a safe environment for the children and helps them learn about keeping themselves safe, such as when crossing the road.

What does the setting need to do to improve?

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

- use questioning more effectively to give children more opportunities to express themselves and their ideas
- give children more time to think about and offer solutions so they learn to solve problems for themselves.

Setting details

Unique reference number	EY423971
Local authority	Bath and North East Somerset Council
Inspection number	10206389
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 10
Total number of places	12
Number of children on roll	26
Date of previous inspection	16 August 2021

Information about this early years setting

The childminder registered in 2011. She lives in Keynsham, near Bath. The childminder works with one assistant all week and two assistants when numbers require. The childminder operates her service Monday to Friday from 7am to 6pm all year round. She is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children, and assessed the impact on children's learning.
- Parents spoke to the inspector and provided written feedback, which the inspector took account of.
- The childminder made available some documentation for the inspector to sample.
- The inspector spoke to the childminder, her assistant and the children at appropriate times during the inspection.

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