

Childminder report

Inspection date: 8 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and confident in the childminder's home. Children sleep, eat and have their nappy changed according to their individual needs, so they are emotionally secure. Children behave well, have good manners and understand the childminder's high expectations.

The childminder organises her premises effectively to enable children to be active learners, make choices and explore the resources. For example, young children take out toy garages and cars, exploring how to use the lift and ramps and seeing what effect this has. Children have good opportunities to play outside and practise their physical skills. For example, toddlers carefully climb the steps on a slide, and, encouraged by the childminder, older children count as they climb. Older children propel themselves on scooters, demonstrating control and coordination. The childminder uses the local community to extend their experiences further, such as at the play park and soft-play centre.

The childminder and any assistants she works with provide good support and interaction to extend children's critical thinking. For example, as children use a see-saw, the adults ask good open-ended questions, such as, 'What will happen if only one person sits at one end?' and, 'What if an adult sits at the other end?' Children respond with enthusiasm and use trial and error to find out. Children become independent, confident, and they develop good social and language skills, preparing them well for school.

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

- Children have close, kind relationships with each other and the adults. The childminder uses positive reinforcement and is consistent in supporting children in managing their emotions. She helps children to learn to manage conflict, sensitively reminding older children how they felt when someone spoils their game or would not share. Children respond positively and learn to use words such as 'no, thank you' when they do not like someone's actions.
- The childminder and assistants provide good support for children's language and communication skills. They use some sign language and lots of visual aids to help children's understanding. They repeat mispronounced words back correctly, narrate children's play and use repetition for children to remember more. For example, children enthusiastically join in with action rhymes and songs. Older children hold conversations with the adults, talking about their home life and recalling what they have done at nursery.
- Children enjoy stories and concentrate well. The childminder uses props to engage them and pauses for children to fill in familiar words. Children recall what the books are about, and older children even explain that the edge of the

book is the 'spine'. Children remain engaged, concentrate well and eagerly take part, recalling what they already know and adding to their vocabulary.

- Overall, the childminder observes children well, using the information effectively to know what they can already do and what they need to be learning next. She uses children's interests to motivate their learning and plans the environment well to extend their ideas. However, she does not always use routines or adult-led activities fully to support older children's individual next steps of development.
- Children develop healthy lifestyles. The childminder provides good snacks and ensures that children drink plenty of water. They learn about their bodies, such as that a 'growling' tummy means they are hungry, as well as how important it is to look after their teeth and wash germs off their hands before eating. The childminder follows hygienic practices, such as wearing gloves when changing children, to protect their health.
- The childminder regularly evaluates her practice and actively seeks parents' feedback to target ways to improve. For example, she is currently seeking training to extend her knowledge and skills in supporting children's communication and language development. Since her last inspection, she has enhanced her partnerships with other settings children attend. This enables her to work consistently with them to support children's development and care.

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:

- extend the use of routines and adult-led activities to support and challenge older children's individual next stages of development further to help them make even better progress.

Setting details

Unique reference number	EY427287
Local authority	Bath and North East Somerset Council
Inspection number	10399810
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 12
Total number of places	12
Number of children on roll	10
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Radstock, North East Somerset. She works with an assistant. She operates all year round, from 8am to 4pm, Monday to Thursday, term time only and from Monday to Wednesday during school holidays, except for bank holidays and family holidays. The childminder and her assistant hold an appropriate qualification at level 3. The childminder provides government-funded childcare places.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder showed the inspector the premises and discussed how she organises her provision, including the aims and rationale for her early years curriculum.
- The inspector talked to the childminder at convenient times and observed the quality of teaching, indoors and outdoors, assessing the impact this was having on children's learning.
- The inspector and the childminder conducted a joint observation of the quality of teaching and learning during a planned activity outdoors.
- The inspector spoke to the children and took account of parents' written feedback.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation, including children's progress checks.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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