

Childminder report

Inspection date: 16 December 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They are relaxed and show confidence in the friendly, homely and nurturing environment that the childminder and her co-childminder provide. When younger children become upset, they quickly settle after a cuddle from the childminder. She knows children's individual routines well, recognising when younger children are hungry or tired, and quickly provides for their needs. Children learn to regulate their behaviour from a young age. They learn to play safely and appreciate the needs of others with attentive and timely support from the childminder. The childminder sets out activities that motivate children to explore and develop their skills, appealing to their different interests and linking to their current learning needs. For example, she offers children a range of activities to improve their hand-to-eye coordination and muscle strength. Children persevere very well to use sticky tape or to thread large shapes onto strings. They copy actions to roll play dough into balls or sausage shapes. The childminder interacts sensitively with children as they play. She teaches them about colours and shapes. She encourages them to count and to discuss the size of items to support their early mathematics skills.

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

- The childminder and her co-childminder work together as an effective team. They reflect on their practice and gain the views of parents to help them outline improvements and make changes to benefit the children in their care. The childminder undertakes training to develop her knowledge and teaching, such as to help her support children's behaviour and develop their speech further.
- The childminder is knowledgeable about what the children already know and can do. She uses assessments well to plan an interesting and challenging curriculum that incorporates each child's next steps in learning well. Children make good progress and gaps in their learning are closing. They gain the skills that they will need for their future success. This includes two-year-olds in receipt of funding.
- The childminder promotes children's language development effectively. She talks to children as they play, providing a narrative and explanations. She asks thought-provoking questions to encourage discussion. When speaking with younger children and those that need extra help with their speech, she repeats the correct words back to children, to help them with their pronunciation. However, the childminder is not always successful in her support for younger children's listening and attention skills. Older children listen well during group times but the younger ones are distracted and not engaged throughout.
- Children benefit from regular outdoor play to support their physical development. They have fun in the childminder's garden using a variety of different tricycles and scooters, coordinating their movements and negotiating paths and the other children effectively.

- Young children enjoy making marks with chalks on the paving outside. Inside, they relish exploring different writing resources, selecting these independently from the childminder's low-level arts trolley. They persevere very well to take off and put the tops back on the pens. Older children concentrate and successfully form letters of their name, keen to practise their early literacy skills. They proudly show the childminder, who gives them lots of praise.
- The childminder works in partnership with parents to ensure they work together to help children get the support they need. The childminder shares information with other settings children attend. However, she is not successful in finding out about children's development while they are at the other setting, to help inform her assessments and future planning.
- Children learn about good hygiene practices from the clear and consistent routines the childminder and her co-childminder lead. Younger children conscientiously bring over the step to the sink, eager to be first to wash their hands. Older children show their very good understanding as they wash their hands before lunch, discussing that they 'don't want germs on the food'.
- Children learn positive attitudes to new experiences while on outings with the childminder and her co-childminder. They broaden children's views with a very good range of experiences, helping children understand about the diverse world around them. Children benefit from regular visits to the nearby school's enterprise café, where students with a variety of differing abilities help to run the café. Children enjoy exciting trips to the local safari park and the social opportunities they get at community toddler groups.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection. She has a good understanding of the wider safeguarding issues and is clear on the signs or symptoms which may be a cause for concern. The childminder knows who to report to if she has any concerns about a child's welfare. She regularly updates her knowledge through training, to ensure her understanding and procedures continue to sharply focus on the most suitable ways to help keep children safe. She carries out thorough risk assessments and takes effective action to provide a safe environment for children to play, inside and outdoors.

What does the setting need to do to improve?

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

- review the arrangements for group activities to further support younger children's involvement and the development of their attention and listening skills
- improve the links already in place with other early years settings that children attend, to gain relevant information about children's learning and progress.

Setting details

Unique reference number	EY427287
Local authority	Bath and North East Somerset Council
Inspection number	10120062
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	5
Number of children on roll	13
Date of previous inspection	30 April 2015

Information about this early years setting

The childminder registered in 2011 and lives in Radstock, North East Somerset. She works jointly with another childminder. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- 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 co-childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of the views of parents by reading their comments in questionnaires and letters.
- The inspector looked at a sample of the childminder's documentation, including evidence of her suitability and training, and 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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