

Childminder report

Inspection date: 22 May 2023

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

The provision is good

The childminder organises her premises extremely well, indoors and outdoors. Children happily separate from their parents and are eager to start exploring. For example, they manipulate dough, which builds their small-muscle skills. They enjoy using their imaginations as they make homes for their toy animals. Children select books and enjoy looking at them together. Older children use non-fiction books and look closely in the fish tank to find the fish that matches their picture. Children become absorbed in their play and focus well during adult-led activities.

Children behave well and are proud of their achievements. They understand the childminder's high expectations and are polite. Through good, consistent support, they are learning to share and be kind to each other. Children are confident in the childminder's home. They make choices, and older children instigate conversations, even those who speak English as an additional language (EAL). The childminder and her assistant speak calmly and gently to children, providing good role models.

The childminder encourages children's mathematical development through fun games and songs. They enthusiastically join in with number rhymes and, later, children are heard spontaneously counting in their play. The childminder and her assistant place a strong emphasis on children's prime areas of development. They help children to extend their vocabulary and understand other children's emotions. Children build strong relationships and gain a positive awareness of their own uniqueness and other people's differences.

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

- The childminder gains good information from parents to know what children can already do. Along with her own observations and her knowledge of children's interests, she knows what children need to be learning next and how to plan a successful curriculum, which motivates children to learn. The childminder works sensitively with parents to support children's learning and development at home, particularly in preparing children for school.
- Children benefit from well-planned activities and a broad range of experiences. They enjoy exploring different textures in the garden and tending to the plants and produce. The childminder extends this indoors, such as using flowers in creative activities and eggs to count. However, she does not consistently develop children's interest in nature to extend their learning further.
- The childminder provides an inclusive provision. She is observant and alert to children's needs and wishes. She quickly responds to children with special educational needs and/or disabilities (SEND), which prevents any frustrations from escalating. The childminder listens to children, shows them respect, and ensures that, when she promises to do something, she carries it through.

- Children who speak EAL and those with SEND receive strong support. The childminder uses her experience and knowledge to quickly identify where children need additional support, ensuring they receive it. This early help ensures that children quickly catch up, are soon speaking English and receive any extra help and/or funding from outside agencies.
- The childminder intends for children to be independent and make choices to lead their learning. She says she wants children to do as much as they can for themselves. Overall, she and her assistant implement this well. For example, children help to tidy up and use a dustpan and brush to sweep up spilt pasta. They find their own shoes, and older children manage to put them on. However, on occasion, the childminder and her assistant do things for children that they could manage independently or with a little support.
- Children develop good practices to keep healthy. They wear hats in the sunshine and put on sun cream. Children drink plenty of water, especially outside in the sun. Through routines and activities, they develop a good knowledge of healthy eating and care of their teeth. Children have daily opportunities to play outside and develop their large-muscle skills. For example, older children carefully pour water from a bucket into a small opening in a watering can before carrying it to water the plants.
- The childminder and her assistant continually reflect on their practice. They regularly evaluate their provision, seeking parents' views to identify ongoing ways to drive improvement. The childminder helps her assistant provide the same good-quality care she provides. She is currently seeking training for him to extend and develop his knowledge of SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training to keep their knowledge of safeguarding up to date. They have a good understanding of the signs to be aware of, including for wider aspects, such as the prevention of radicalisation. They know the procedures to follow to protect children and their families. The childminder keeps the premises secure and conducts good risk assessments to help keep children safe. For example, she has stairgates to the upstairs and kitchen. Children sleep securely in travel cots or mats, and the childminder uses a camera to monitor children, as well as physically checking on them. She helps children to learn road safety and the safe use of the equipment in the park.

What does the setting need to do to improve?

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

- provide consistent support for children to consider different ways of doing things and have a go at managing for themselves, to develop their independence even

further

- help children to notice differences and similarities in nature, to extend their understanding of the world.

Setting details

Unique reference number	EY434299
Local authority	North Somerset
Inspection number	10288952
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	0 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	7 November 2017

Information about this early years setting

The childminder registered in 2011 and lives in Weston-Super-Mare, North Somerset. Her husband work as her assistant. They provide care Monday to Friday, throughout the year, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder spoke to the inspector about their curriculum and what they want the children to learn.
- The inspector took account of the written views of parents and talked to children during the inspection.
- The childminder and inspector carried out a joint observation of a planned activity and discussed the quality of teaching and learning.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector talked to the childminder and her assistant at convenient times and checked relevant documentation and safeguarding information.

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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