

Childminder report

Inspection date: 19 May 2025

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not deliver a curriculum that builds on what children already know and can do. She and her assistants do not use the activities they plan and provide to help children to achieve their next steps for learning, particularly their communication and language development. They ask children questions, but answer for them and do not encourage non-verbal children to communicate.

The childminder and assistants' interactions do not help children to make good progress. They do not use children's curiosity to support their learning further. For example, when younger children choose books to look at, assistants discourage them in case they damage them. The childminder and assistants do not adapt activities to tailor them to each child's individual needs. For example, younger children become disinterested in activities that are too challenging for them. They attempt to leave but are required to stay and are not able to make their own choices freely in play, so they become bored. Older children are not challenged well to learn new things and also leave activities when disinterested.

The childminder is caring and helps children to feel safe and secure. She meets their routines consistently. Children enjoy physical play. They play in the garden where they run around, climb and slide, ride wheeled toys and laugh as they chase bubbles. Children behave well. They learn to play kindly and to share with others.

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

- The childminder has made some improvement since the last inspection. For example, she supports children in developing their independence and health. However, she has not addressed other weaknesses raised at the previous two inspections. The delivery of the curriculum remains weak, particularly for children's communication and language development, and the interactions of assistants have not improved. This does not help all children make the progress they are capable of.
- While the childminder plans activities for the children, these are not delivered effectively. They do not offer children the challenge they need and, consequently, children lose interest or wander around. When this happens, the childminder and her assistants do not make any attempt to engage the children in their play or adapt the activities to ensure children benefit and learn. For example, the childminder organises a cake-baking activity. However, she manages all the ingredients herself, and most children cannot see well and they learn little from the activity.
- The childminder talks to children, but does not encourage them to communicate well. She has identified that some children need additional support with their communication and language development and to build their vocabulary.

However, not enough is done by the childminder or her assistants to help and interact with them. As a result, these children spend long periods when they do not communicate with or talk to each other or the adults caring for them. While the childminder introduces some new words to children, she often does not explain their meaning, such as what a baguette and quiche are in games.

- The childminder does not ensure her assistants benefit from coaching and development to improve their understanding of how children learn. They are unclear of the purpose of activities and how to engage children and support their learning. For example, children show an interest in drawing with chalks in the garden, but this is tidied up just as they become engaged. Others chatter to themselves as they start to draw on boards, but without any adult interaction, soon wander off.
- The childminder ensures the premises are safe and secure throughout the day, and children are supervised appropriately at all times, including at mealtimes. Children benefit from healthy meals and eat well at sociable mealtimes together.
- The childminder and assistants have a clear understanding of their safeguarding roles and responsibilities. They understand the risk to children and procedures to follow in the event of any concerns about a child or adult.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the delivery of the curriculum builds on children's learning to help them achieve their next steps, particularly in their communication and language development	20/06/2025
improve interactions with children and the use of activities to interest and motivate them to learn more	20/06/2025
provide effective supervision and coaching to ensure assistants understand how to deliver the curriculum and to support children's learning.	20/06/2025

Setting details

Unique reference number	EY441394
Local authority	Somerset
Inspection number	10393128
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 13
Total number of places	12
Number of children on roll	35
Date of previous inspection	6 February 2025

Information about this early years setting

The childminder registered in 2012 and lives in Yeovil, Somerset. She provides care for children Monday to Friday, all year round, from 7.30am to 6pm, including before and after school. The childminder holds an early years qualification at level 3. She offers government funded places. The childminder works with two assistants.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of the childminder and assistants' interactions with the children. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled the documentation.
- The inspector spoke to children and took account of parents' views.

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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