

Childminder report

Inspection date: 27 July 2022

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

The childminder greets children with a smile and a cuddle. This helps children to settle and feel emotionally secure. Children are happy and make good progress with this experienced childminder. They benefit from a rich curriculum with a wide variety of exciting toys, games, books and resources. Children particularly enjoy imaginative play, and the childminder joins them to support their emerging skills. The childminder offers lots of encouragement and praise, which promotes children's self-esteem and overall well-being.

The childminder teaches children some ways to keep themselves safe. For example, she explains to them why they need to apply sun cream, wear hats and drink water in hot weather. Children show a great deal of confidence and curiosity as they navigate the environment and select from appealing play activities. They have opportunities to build on their experiences and develop the skills that support them to learn. They form strong relationships with the childminder and take pleasure in each other's company. They play cooperatively, and are motivated learners with positive attitudes to learning. Children are kind to each other and behave well. For example, older children know to wash their hands before taking part in a cooking activity, and support younger children to complete this task.

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

- The childminder has a good understanding of the early years curriculum and supports children's development well. She knows what the children are interested in and she takes time to include this in her planning.
- The childminder reflects on her practice, identifies areas for development and demonstrates a positive capacity to improve outcomes for all children. For example, she undertakes regular training and has recently enrolled on an autism-awareness course. She has effective systems in place to support children with special educational needs and/or disabilities.
- Children's communication and language is supported well. The childminder engages children in meaningful conversations throughout the day. She uses single words to support young children's emerging speech and introduces new vocabulary, such as 'floating' and 'sinking', as children play. The childminder skilfully asks questions, giving children time to think and respond.
- The childminder provides an environment that is inspiring and engaging. All children, including young children, are fully immersed in their play. Children's developing understanding of mathematics is supported throughout the day. They are confident to use number, count and solve mathematical problems with ease.
- The childminder encourages positive behaviour. Children take turns and learn to wait patiently for their turn. For example, the childminder patiently supports

young and older children to use a range of tweezers to pick up fruit and add to jelly.

- The childminder is aware of the impact of the Covid-19 pandemic on children's social skills. For example, she takes children to small, local groups to meet new people and other children and develop confidence in social situations.
- The childminder links up with a group of other childminders to share ideas and develop new skills. She takes children out into the local community to offer them different experiences. For example, they go on visits which focus on transport and road safety to support their understanding of the world around them.
- Parents are very complimentary about the support and care the childminder provides. She regularly shares information about their children's progress and suggests how they can continue to support children at home. However, she does not share information with other childcare providers that children attend.
- The childminder supports children to understand how to be safe and healthy. For example, children know that oranges contain vitamin C, which is good for them, and older children know they need to bend their knees to protect their backs. However, she does not help them to understand how to keep themselves safe when using digital technologies.
- All children are encouraged to be independent. Older children remove their outdoor shoes and put their slippers on, wash their hands during snack and after they access the toilet, while younger children access their own drink bottles. In addition, during an activity, young and older children confidently pour water from small jugs and use tongs to serve themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of child protection, including her role and responsibility to safeguard children. The childminder knows the local safeguarding partnership procedures to follow should she have a safeguarding concern. She knows the significant events that are notifiable to Ofsted. The childminder understands the procedures to follow should an allegation be made against her or a household member. The childminder creates a secure environment which she carefully assesses. She minimises risks to keep children safe. For example, she asks children to remove their socks when they become wet during water play and explain that they may slip and fall.

What does the setting need to do to improve?

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

- develop links with other providers that children attend to jointly share information about children's progress and well-being
- share appropriate information with children about digital safety.

Setting details

Unique reference number	EY442941
Local authority	Somerset
Inspection number	10214386
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 August 2016

Information about this early years setting

The childminder registered in 2012 and lives in Frome, Somerset. She holds an appropriate qualification at level 3. She operates all year round, from 8am to 5pm, Monday to Friday.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- One joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of training.

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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