

Childminder report

Inspection date: 6 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. The childminder creates a welcoming and stimulating environment, where children can develop their independence. Children are eager to learn and explore, and self-select from a good range of resources and activities. The childminder encourages children to express their ideas and gets down to their level to play alongside them. For example, children enjoy looking for ice in the childminder's garden. They use their imaginations to develop the activity further and pretend to make ice cream and discuss the flavours.

Children behave well. The childminder develops strong bonds with the children and she encourages them to respect each other. The childminder uses praise with the children to promote their self-confidence and self-esteem. For instance, she encourages children to put on their own shoes and coats and praises them when they succeed.

The childminder has a secure understanding of the early years foundation stage. She plans a wide curriculum using her observations and assessments to plan next steps for children's development. Partnership with parents is strong. The childminder works closely with parents and gathers information about children's interests and routines. This means children are keen to learn and make good progress in relation to their starting points.

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

- The childminder knows the children extremely well and plans a wide range of interesting and challenging experiences that reflect their individual interests. Children are therefore motivated to learn and make good progress from their starting points.
- Children enjoy playing with a range of exciting resources. They help themselves to equipment that is within easy reach. Children are encouraged to develop their hand muscles and hand-to-eye coordination. For instance, young children use tweezers to pick up pieces of pasta and older children thread pasta onto pipe cleaners to skilfully make bracelets.
- Children's mathematical knowledge and understanding is promoted extremely well through play and routine experiences. For example, children learn about numbers by counting cookies confidently during role play. The childminder uses mathematical vocabulary consistently to reinforce their learning.
- The childminder is committed to her ongoing professional development. She accesses a variety of online training courses and regularly attends a childminder network group to share ideas and seek advice.
- The childminder makes good use of local amenities, which enables the children to learn about their local area. For example, children benefit from walks to the

beach, farm and a local science fair to extend their learning. Throughout the week children also visit a childminding network group where they meet and play with other children. This helps to develop their social interactions.

- Children behave well and play cooperatively with each other. The childminder calmly reinforces the rules, which supports children to learn what is expected of them. She uses consistent praise and encouragement to help children to develop high levels of confidence and self-esteem.
- Parents receive a wide range of information about the early years foundation stage and their children's care and learning. The childminder works closely with parents to gather information about their child's learning before they start and uses this information effectively to plan their next steps in learning. Parents are kept well informed about their child's progress. The childminder uses an online system to share observations from the setting and home.
- The childminder supports children to develop their early literacy skills. For example, older children access word-matching games to develop their knowledge of sounds and words. The childminder supports children sensitively to pronounce the words they attempt to say. However, children have limited opportunities to take part in rhymes and songs and listen to stories to help fully embed their early language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated through online training programmes and annual refreshers. The childminder has a secure understanding of how to protect children from harm and is aware of the reporting procedures if she is concerned about a child in her care. She is proactive in seeking advice and guidance from the local authority and is also part of a local childminding network group. She understands her responsibilities for dealing with allegations and knows the relevant professionals to contact. The childminder keeps daily risk assessments to ensure that all hazards are identified and minimised in her home and during outings.

What does the setting need to do to improve?

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

- support children to develop their understanding of early literacy and language skills further by providing more opportunities for children to join in with stories, songs and rhymes.

Setting details

Unique reference number	EY456085
Local authority	North Somerset
Inspection number	10071708
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	8
Number of children on roll	8
Date of previous inspection	1 December 2015

Information about this early years setting

The childminder registered in 2013. She lives in Weston-super-Mare, North Somerset. Childminding takes place from Monday to Friday, all year round, except Christmas and bank holidays. The childminder provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Corinna Laing

Inspection activities

- The inspector completed a tour of the premises with the childminder and discussed how she organises the space and plans for the curriculum.
- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector held a number of discussions with the childminder and sampled a variety of documents. These included first-aid and training certificates, policies and procedures.
- The inspector checked evidence of the childminder's suitability.
- Children's learning and development records were sampled, and the inspector tracked the progress of two children present at the time of inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2020