

Childminder report

Inspection date: 27 May 2025

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

The childminder provides a safe and homely environment for children. Her caring, patient and supportive manner helps children form warm bonds with her. Children go to the childminder for hugs and reassurance and confidently ask her for help when they need it. Children show they feel safe and secure as they enthusiastically explore the activities the childminder provides for them and happily sing to themselves as they play. They freely engage in conversations with the childminder and each other and confidently express their thoughts, feelings, and ideas. Children especially enjoy dancing at the 'kitchen disco' and riding trikes in the garden. Children are developing a wealth of skills and knowledge to give them a strong foundation ready for school.

Children behave very well. The childminder has high expectations for children's behaviour, and children respond positively to her instructions. Children show they understand the childminder's simple routines and boundaries. For example, they go to wash their hands when the childminder says it's time for snack or lunch, and happily tidy up toys when the childminder asks them to do so.

The childminder knows each child incredibly well. She values each child's uniqueness and encourages children to be proud of their individuality and character. She talks to children about their family, their likes, and dislikes, and gives children opportunities throughout the day to make choices and decisions about their play and learning. Children feel valued and in turn show respect for the childminder and her home.

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

- The childminder has developed a curriculum that enables children to make progress across all areas of learning. She aims to prepare children for their transition to school and places a priority on building children's independence skills, confidence, and resilience. There is a focus on outside learning and giving children a range of opportunities to explore and investigate the local environment. For instance, children regularly visit the various parks in the area, take walks around the local palace moat, and visit the nearby forest to paint pictures of the bluebells and to climb the trees. These experiences help broaden children's understanding of the world around them and supports their curiosity and respect for the environment.
- Children benefit from the emphasis the childminder places on developing their independence. She effectively teaches children the various skills they need to help them accomplish tasks independently. Older children successfully put on their own coats and shoes, go to the bathroom unaided and find their own names to self-register in the morning. Younger children confidently use face

cloths to wipe their mouths after lunch using a mirror to help them. However, at times the childminder misses opportunities to teach children how to use equipment and tools safely to develop their understanding of how to keep themselves safe. Younger children for example put age-appropriate safety knives in their mouths when spreading peanut butter on their rice cakes.

- The childminder uses assessment effectively to swiftly identify gaps in children's learning. She monitors children's progress regularly and ensures children receive the support they need in a timely manner. The childminder works closely with parents and other professionals to put appropriate strategies in place to help all children reach their full potential.
- The childminder has created an environment where children are encouraged and supported to 'have a go' and try new experiences. Her nurturing approach helps children to persevere when tasks get a bit difficult. The childminder sensitively supports children to keep trying. She uses positive and encouraging language such as 'you can do it' and 'I know you can do this' and shows children what they need to do to complete the task. The childminder expertly knows when to offer support and when to step in and help. This develops children's resilience and helps build their self-esteem and confidence in their own abilities.
- Children are developing positive attitudes to learning. The childminder uses her knowledge of each child to provide activities that interest them and spark their imagination. For instance, younger children cheer when the childminder tells them it's time to get the play dough out. They spend a lot of time manipulating the dough and using a range of materials to make their own creations. The childminder skilfully extends this learning by suggesting the children take photos of their models using the digital camera. However, older children are not always motivated and challenged by some of the activities. This means at times older children's learning is not fully extended.
- Relationships with parents are positive. The childminder regularly shares updates with parents about children's progress and involves them in every stage of their child's learning journey. Parents comment on how approachable and knowledgeable the childminder is. They appreciate the advice and support the childminder gives them with managing children's behaviour and toilet training for example. Parents say they consider the childminder as part of their family.
- The childminder is proactive in continuing her own professional development. She regularly participates in training so she can improve her practice. The childminder recently developed her knowledge of play therapy to help support children express their feelings as they explore and play. She is dedicated to her role and is passionate about providing the best possible care and education she can for the children she looks after.

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

- teach children learn how to use equipment and tools safely to support them in understanding how to keep themselves safe
- ensure activities motivate and challenge older children to extend their learning even further.

Setting details

Unique reference number	EY482912
Local authority	Somerset
Inspection number	10398232
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 8
Total number of places	6
Number of children on roll	10
Date of previous inspection	9 October 2019

Information about this early years setting

The childminder registered in 2014 and lives in Wells, Somerset. She operates Tuesday to Friday from 8.30am to 4.30pm, all year round. The childminder offers government funded places and holds a childcare qualification equivalent to a level 3.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the Childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- Children spoke to the inspector.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The childminder talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.

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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