

Childminder report

Inspection date: 10 September 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are clearly happy and secure. They settle quickly because they have positive relationships with the childminder and each other. The childminder plans her curriculum successfully, including the environment. This enables children to be curious, to make choices and to lead their learning. For example, children enjoy experimenting with herbs and paint. They use a water dispenser to fill a bottle and turn the tap off when finished. Then use a drainpipe to transport the water further.

Through good teaching skills, children learn to solve problems and keep on trying when they struggle. The childminder provides the right amount of support to enable them to gain a sense of achievement, without frustration. For example, she demonstrates how to get paint out of a bottle and how to open and close the cap. Children copy and when they try again, the childminder helps them to recall what they did last time, so they manage independently.

The childminder ensures children have daily opportunities to be active and enjoy outdoor activities. This promotes their physical development and emotional well-being. The childminder provides sensitive care and is a strong role model, so children are confident and behave well. She focuses on embedding children's prime areas of development and, overall, she implements this effectively, preparing children well for school.

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

- The childminder implements her curriculum for children's communication and language development highly successfully. She narrates what children are doing, provides additional vocabulary, recasts mispronounced words, and provides a good role model for listening and taking turns speaking. She uses books, songs and repetition, so children remember more.
- Children understand the childminder's high expectations and reasons for rules. For example, they know to sit at the table when eating, so as not to choke. The childminder supports children in valuing and respecting others. She ensures they know their views are important but also to listen to others.
- The childminder meets children's individual care needs sensitively. She works closely with parents to help children become confident in potty training. Children know to wash their hands before eating and afterwards to prevent their toys getting sticky. The childminder provides healthy snacks and meals, which children enjoy. They drink plenty of water to prevent dehydration and develop a healthy lifestyle.
- Through constant observation and discussion with parents, the childminder knows the children well. She has a good understanding of what each child can do and what they need to be learning next. Although she plans well to support

each child's next stages of learning, such as encouraging older children to count and helping children to manage their own clothes, she does not always implement this consistently.

- The childminder plans a good range of adult-led activities, which children are eager to participate in. For example, they learn to make bread. A picture recipe helps them to know what ingredients they need, such as yeast and flour. Children learn to share and take turns and thoroughly enjoy kneading the dough, strengthening their hands for later writing skills. However, the childminder does not make full use of activities to help children notice the changes taking place, to enhance their critical thinking further.
- Parents confirm how well their children are developing, they are especially amazed at their language skills and positive interactions with other children. They comment that their children sing songs and talk about books they know from going to the childminder. Parents confirm the childminder shares good information and they know what activities they engage in to support learning at home.
- Since her last inspection, the childminder has improved her partnerships with other settings children attend. They now share good information, which helps children to settle and for the adults to be consistent in children's care and development.
- The childminder makes good use of research and sharing best practice with others, to continually develop her knowledge and skills. Through self-evaluation, she is extending ways to help children understand the importance of oral care. Training in schemas has enabled her to recognise children's patterns of behaviour and use this to plan more effectively to motivate their learning.

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:

- implement the curriculum intent more consistently, to support children's independence and mathematical skills even further
- help children to gain a deeper understanding of how one thing can affect another, to extend their critical thinking and understanding of the world better.

Setting details

Unique reference number	EY547676
Local authority	Somerset
Inspection number	10407457
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	9 January 2020

Information about this early years setting

The childminder registered in 2017 and lives in Frome, Somerset. She offers care for children on Tuesday and Wednesday from 9am to 4pm, term-time only. She provides government funded places.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder showed the inspector her premises and they discussed the early years curriculum.
- The inspector observed the quality of interactions, indoors and outdoors, assessing the impact this was having on children's development.
- The inspector spoke with parents and children and took account of all their views.
- The childminder and the inspector discussed the leadership of the setting, and the inspector sampled documentation.
- The childminder and inspector carried out a joint observation of an adult-led activity and discussed the quality of teaching and learning.

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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