

Childminder report

Inspection date: 12 September 2019

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 confident and happy in the childminder's care. They have developed strong bonds with the childminder and actively seek her out to be part of their play. The childminder is calm, caring and gentle in her approach. She interacts well with the children and shows good teaching skills. The childminder closely monitors the progress children are making and shares this with parents. Children are making good progress. They are keen and eager to learn. The childminder is a good role model and supports children well to learn about rules and boundaries. Children behave well.

The childminder has an extensive range of resources and toys that are easily accessible for children to independently choose what they would like to play with. Children learn about the world around them as they go on outings in the local community, for example socialising with other children at childminding groups, developing physical skills at local parks and soft-play areas, and developing literacy skills as they visit and read books at the local library.

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

- The childminder is passionate about providing high-quality care and education for children and their families. She is dedicated to improving her skills and knowledge through professional development. For example, she networks with other childminders, reads and attends training. She is currently taking part in a music course to use music to promote learning across all areas of the curriculum.
- Children learn about the world around them well. They thoroughly enjoy caring for animals as they help to look after the childminder's pet guinea pigs. They help to feed, water and care for them.
- The childminder has developed good partnerships with other settings children attend and local schools. For instance, she regularly speaks to key staff and shares children's progress.
- Children develop good physical skills. They show great control as they use scissors to cut paper. They confidently get on and off swings and climb ropes in the childminder's garden.
- The childminder supports children's mathematical development well. For instance, during a cooking activity, she encourages children to count ingredients. They place them on their home-made pizza and set a digital timer to know when to take the pizza out of the oven. Children are also inspired to count the chimes of the local church to further develop their counting skills.
- Children gain useful skills for their future learning. The childminder supports children to be very independent and teaches them to keep themselves safe and to learn about risks. For example, children use sharp knives to cut ingredients.

They show a good understanding of how to use knives carefully and know that they should only be used with adult supervision. Children also know how to follow safe practices on the childminder's trampoline, as they do the clip up on the net.

- Overall partnerships with parents are good. The childminder communicates effectively to ensure that parents receive daily information about their child's day. Parents speak highly of the childminder and the care she provides. However, the childminder does not make the best use of self-evaluation to fully support her to identify key areas for improvement, including using the views of children and parents.
- The childminder develops children's communication and language skills effectively. She uses questioning techniques well and gives children ample time to think and respond. Children eagerly recall past experiences and talk about their home lives. For example, while cooking, the childminder engages children in conversations about foods they like and what things they cook at home.
- The childminder assesses children's development well. However, her planning is not sharply focused on children's next steps to help them make rapid progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of her role in safeguarding children. She is aware of the possible signs and symptoms to be mindful of and how to report concerns correctly to keep children safe. The childminder has good knowledge of wider safeguarding issues and the signs that could indicate a child is at risk. The childminder uses risk assessments effectively to ensure that all hazards in the home and outings are identified or minimised. This helps to promote children's safety.

What does the setting need to do to improve?

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

- plan activities more precisely to further support children's next steps in learning and help them to make even better progress
- build on self-evaluation and clearly identify key areas for improvement, taking into account the views of children and parents to enhance the provision even further.

Setting details

Unique reference number	EY301039
Local authority	Somerset
Inspection number	10073492
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 May 2016

Information about this early years setting

The childminder registered in 2005 and lives in Wells, Somerset. She has an early years qualification at level 3. The childminder receives funding to provide free early education for children aged three and four years. She operates on Monday from 8am to 9am, on Tuesday, Wednesday and Thursday from 8am to 6pm and on Friday from 3pm to 6pm.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of written comments from parents and spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation, including training certificates and children's learning records.
- The inspector completed a learning walk with the childminder and looked at all areas of the home used for childminding.

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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