

Childminder report

Inspection date: 7 October 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

The childminder provides a warm and homely environment for children to learn and play. She works with parents to ensure children feel safe and secure in her care, meaning children settle very quickly. Parents are complimentary about the childminder and comment on the level of care she gives to their children. They describe the childminder as 'reassuring, loving and caring'. These positive relationships strongly enhance children's confidence and self-esteem.

The childminder is a good role model for children. She teaches children about boundaries and positive behaviour during their play. For example, she sensitively encourages children to share resources. Children listen and respond to the childminder's instructions to help her tidy up the playroom before mealtimes. Children have opportunities to build their self-esteem and confidence as they meet with other children during sessions at toddler groups. Children's behaviour is very good. They are polite, kind and considerate to adults and other children.

Children have opportunities to learn about the wider world and explore nature. Children respond with all their senses to different experiences, such as touching a range of contrasting textures, smelling different scented play dough and using a magnifying glass to observe natural resources. The childminder uses language to extend younger children's experiences of exploring autumn leaves. For example, she describes the sounds children can hear, saying, 'the leaves make a crinkle, crinkle sound'.

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

- The childminder develops children's love of books and stories. Children access a range of books linked to the activities on offer to enable them to extend their learning further. Children show delight as they look through the books linked to their autumn topic. They comment on the different colours and animals they can see. Children show excitement as they choose objects from the song bag to support them to learn a variety of traditional nursery rhymes.
- The childminder models effectively how to use different resources. She skilfully tailors the level of support she provides for each child. For example, during an activity, she encourages children to squeeze paint from the tube as they choose from a variety of colours.
- Children develop strong communication and language skills for their future learning. For example, the childminder provides children with a good level of commentary to build their vocabulary when they manipulate the play dough and use tools purposefully. The childminder encourages children to 'have a go' and continually praises them for their efforts.
- The childminder provides high-quality inclusive education and care for all

children. She monitors children closely and uses accurate assessments to set appropriate next steps. The childminder's partnerships with parents are strong. She shares verbal and written communication with parents to keep them fully informed of their child's learning and progress. Parents comment on the range of learning opportunities that are on offer when children arrive at the childminder's home.

- Children are highly motivated to learn. They show curiosity and interest as they choose from a variety of toys and resources within the playroom. The childminder demonstrates a good level of knowledge of how children learn and is committed to providing children with first-hand experiences to support their individual interests. For example, when children recognise that they could use the orange paint to create a pumpkin picture, the childminder provides them with a pumpkin to extend their interest and learning further.
- The childminder has a secure knowledge of children's backgrounds, family circumstances and their medical needs. She works closely with parents and uses this information well to ensure her service continues to meet the emotional and medical needs of the children very well.
- The childminder makes effective use of her recent training to extend her skills and knowledge further. However, she does not use self-evaluation effectively to identify areas to improve, to continually support all children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She demonstrates a good understanding of the child protection procedures to follow if she has a concern about a child in her care. The childminder is fully aware of how to report any concerns regarding children's welfare. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. The childminder has good systems in place to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- strengthen self-evaluation further so that it maintains a sufficient focus on areas to improve to continually support and extend children's learning to the highest level.

Setting details

Unique reference number	EY284016
Local authority	Somerset
Inspection number	10073380
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 July 2016

Information about this early years setting

The childminder registered in 2004. She lives in Street, Somerset. The childminder provides care each weekday for 48 weeks a year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- During the learning walk with the childminder, the inspector looked at the range of resources available for children to use.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- Written feedback was gathered from parents and the inspector took account of their views.

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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