

# Childminder report

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Inspection date: 6 November 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides a welcoming, safe home where children settle quickly. They arrive happy, excited and eager to play with their friends. Children remove their shoes on arrival so they are comfortable. They benefit from a rich and broad range of learning experiences and explore the exciting environment with enthusiasm. The childminder provides a vast range of high-quality resources and interesting activities that keep children motivated and engaged in their learning. They choose resources that are easily accessible and put things away without being asked.

The quality of education is good. The childminder has an accurate assessment of what children know and can do and meets their needs very well. Children behave well and learn how to negotiate. For example, they squeal with delight as they play with walkie-talkies. They use sand timers as a tool to help them to understand the importance of taking turns. Children thoroughly enjoy listening to stories and looking at books. They have lots of opportunities to be physically active indoors, in the large enclosed garden and on outings. Children's early writing skills are developed. For example, the childminder encourages older children to hold writing materials in a tripod grip and sounds out letters in their names, which they write confidently. Parents are extremely complimentary about the 'wonderful provision'.

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

- Since the previous inspection, the childminder has made significant improvements. Children are always supervised and they are supported well to manage any potential risks to their safety. They confidently cut oranges in half with skill, knowing to keep their fingers clear of the sharp knife.
- Children enjoy healthy snacks. They help to cook banana bread and enjoy preparing fruit for their snack. They grow vegetables in the garden and enjoy eating their produce. Children's independence skills are promoted well. For example, children lay the table, fill the jug with water, gather cutlery and clear away and wash their plates.
- Children are confident, self-motivated, cooperative learners. They choose what they want to play with and negotiate with others about sharing resources. For example, when they want the childminder to read two different books, they decide between themselves which one will be read first. They are kind and thoughtful to each other.
- The childminder has a strong focus on promoting children's emotional well-being. She and the assistants have a close bond with all children. The childminder has a calm and caring approach. She listens carefully to what children say, and allows them plenty of time to think and speak. The childminder helps children to talk about emotions. For example she explores with children

the feelings of sadness and happiness.

- Children acquire the skills they need to prepare them for the next stage in their learning. This is demonstrated through their ability to ask for things they need. They attend to their personal needs. Children clear up paint spills competently and know where to put dirty cloths. They concentrate and listen carefully. They are supported well with their early letter formations and mathematical development.
- The childminder meets the needs of children with special educational needs and/or disabilities well. She works closely with parents and other professionals to make sure they are provided with the best possible opportunities to make good progress in their learning.
- The childminder teaches children about the different seasons. They talk about leaves changing colour and falling off the deciduous trees in autumn, which also extends their vocabulary. There are lots of opportunities for children to use their imaginations. They paint pictures, make dens and pretend to be dogs.
- The childminder helps children to learn about non-stereotypical gender roles. She shares books that challenge traditional gender stereotypes. However, she has not considered well enough how to help children challenge negative attitudes about disabled people. For example, the small-world disabled people are kept in a separate basket, which does not help children to learn about positive attitudes through everyday play.
- Parents report that the provision is the 'friendliest, happiest place' and that children 'always look forward to coming', it is 'the highlight of their week'. They also comment on their children being 'happy, independent and engaged in their learning in this special place'.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the action to take if she has a concern about a child's welfare. She is familiar with wider safeguarding issues, such as the 'Prevent' duty. However, she acknowledges she has not attended recent training to further increase her already good knowledge of child protection issues. The childminder ensures she has written parental consent before giving medication to children. The premises are secure and effective risk assessments are in place to keep children safe.

## What does the setting need to do to improve?

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

- help children to challenge negative attitudes and stereotypes about disabled people
- use training opportunities to improve knowledge of safeguarding even further.

## Setting details

<b>Unique reference number</b>	EY422496
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10115329
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	21 June 2019

## Information about this early years setting

The childminder registered in 2011 and lives in Lower Peasedown, Bath. She operates during term time from 8.30am to 4pm, Monday to Friday. The childminder works with two assistants. She has a relevant qualification at level 4, a primary education Montessori teaching certificate and an early years Montessori diploma. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Vanessa Redmond

### Inspection activities

- The inspector discussed with the childminder how the provision is led and managed.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The views of parents were sought.
- The inspector spoke with the childminder, assistant and children at appropriate times throughout the inspection.
- The inspector sampled documentation, including the safeguarding policy and evidence of staff's suitability checks.

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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