

Childminder report

Inspection date: 12 November 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are very happy and settled in the childminder's care. They form close and trusting relationships with her and enjoy laughing together. Children are interested and motivated learners who confidently make their own choices in play. They move around the childminder's safe home freely and engage for long periods in their play. The childminder provides challenges to build on children's learning and offers support to help them achieve well. For example, she uses children's engagement in modelling dough to encourage them to count the pieces they have. She extends this gradually to build further on their learning with more items to count. This helps to support children's understanding of numbers and quantity while they create their own ideas.

Children benefit from lots of activities to learn about the environment and the world. For example, they visit local parks to explore natural life and grow vegetables in the garden to harvest and eat. Children behave well and develop good social skills. The childminder helps children to learn how to keep safe in everyday life. For instance, children learn how to use knives safely to chop the vegetables they pick from the garden and learn how to cross roads safely on walks.

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

- The childminder knows the children in her care well. She works successfully with parents from the start to develop a good understanding of their children's needs and developmental stage. The childminder monitors children's ongoing development closely to identify any gaps in their learning. She is clear what she intends children to learn and plans daily activities to help them make better progress in these areas.
- The childminder encourages children to lead their own play and asks them considerately if she can join in. She uses good teaching skills to support their learning, such as demonstrating what they can do with the activities and asking questions to encourage them to listen, think and talk. However, on occasions, the childminder misses opportunities to help children achieve some of their next steps for learning, such as developing their understanding of colours.
- Children gain good skills to support their future move to school. They develop independence and persevere to overcome challenges well. For example, children tell the childminder they want to do up their own coats and manage their lunch box containers. She encourages them until they proudly succeed. The childminder introduces some mathematical language in children's play, such as naming shapes and numbers. However, she does not consistently help children to learn about size, such as when they create different lengths of dough.
- Children develop good healthy lifestyles. They enjoy regular physical play, such as learning to throw and catch balls and using one-handed tools competently to

develop good coordination and new physical skills.

- The childminder encourages children's communication and language skills well. She talks through their play to help them understand their actions and introduces new words to build their vocabulary. For example, children learn the names of new animals, such as 'lizards'.
- Children develop favourite stories and learn to use books to find out facts. For instance, children see a bird in the garden and the childminder builds on this interest through finding books for them to identify different types of birds and creatures. Children concentrate as the childminder talks about what the creatures eat, and they join in with the animal sounds they know. This helps to support children's literacy well.
- The childminder values professional development to enhance her knowledge and skills, such as attending online training and research. She uses what she learns to improve outcomes for children. For example, she has developed how she supports children's learning through more child-led play and using their choices to enable spontaneous learning experiences. This has helped to increase children's engagement and enjoyment of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her child protection responsibilities and how to safeguard children's welfare. She keeps up to date with new guidance to ensure she understands the wider safeguarding issues and risks to children. This includes the correct procedures to follow in the event of any concerns about a child's welfare. The childminder maintains safe and secure environments for children. She keeps her assistants informed of her policies and procedures to ensure they can meet children's needs and safeguard their welfare when needed.

What does the setting need to do to improve?

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

- provide children with even more experiences to help them develop all of their next steps for learning and their understanding of size.

Setting details

Unique reference number	EY547106
Local authority	Somerset
Inspection number	10105900
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	10
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in Yeovil, Somerset. The childminder works with an assistant on occasions. The childminder offers care from 8am to 5pm, Monday to Wednesday. She receives funding to provide free early education for children aged four years.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The inspector had a tour of the setting and observed the activities and the quality of the childminder's interactions with the children.
- The inspector discussed how the childminder assesses and plans children's learning and talked to children at appropriate times. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of parents' 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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