

Childminder report

Inspection date:

6 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Met

What is it like to attend this early years setting?

The provision is good

Children settle quickly and are happy and secure in the childminder's home. They are confident to explore and become independent learners. For example, young children excitedly investigate resources, pushing buttons, pulling levers and twisting knobs, which helps them to discover cause and effect. The childminder provides good encouragement so that children persevere with solving problems. For example, young children work out how to get themselves up and out of a beanbag they are sitting on, and they are proud of their achievements. The childminder provides an inclusive environment. She ensures that all children have equal opportunities to take part in activities, and provides appropriate equipment and supervision. Overall, the quality of teaching is good. The childminder models the correct use of language and helps children to increase their vocabulary.

Strong partnerships with parents enable the childminder to know children well as soon as they start. Parents confirm that the childminder meets their children's individual needs very effectively. They work together consistently to support children's development successfully, for example with potty training.

The childminder continually evaluates her practice, seeking parents' views and monitoring what children do or do not like. She is currently studying for a degree to enhance her teaching and understanding of how children think and learn.

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

- Children develop good skills for their future learning. The childminder recognises the importance of helping all children to be independent. She enables them to do as much as possible for themselves, providing just the right amount of support to ensure they succeed.
- The childminder follows children's interests appropriately and notices what motivates their learning. She responds to children well, as they indicate their choices from the wide range of good-quality resources. The childminder uses her accurate observations to plan effectively for children's next stages of development, so that all children make good progress.
- The motivated childminder continues to develop her skills and practice to provide consistently good-quality care. For example, training has given her a greater insight into the effect her support of children's emotion development has on their learning. As a result, children are confident and eager to participate in activities.
- Children have lovely, positive relationships. The childminder provides effective support to enable children to manage their behaviour. For example, she sensitively helps them to think about sharing and understand about waiting for their turn. She does this calmly, providing a good role model, so that children respond well and learn to manage their feelings.

- The childminder stimulates children's love of books. Children of all ages enjoy looking at books independently and telling the story. They concentrate during whole-group stories and are eager to fill in familiar words. However, the childminder misses some opportunities to help older children to recognise and use rhyming words.
- Children's mathematical development is strong. For example, they use weighing scales, moving items from one side to the other to make them balance. Children name shapes, and even very young children hear the older ones using numbers and copy this in their play. The childminder challenges older children well, for example asking how many they have in total if they add one more.
- The childminder plans exciting activities that help all children develop their skills and knowledge. For example, using playdough, young children learn to share and use tools. They create faces, recognising their own features. Older children extend their problem-solving skills and creativity. The childminder asks good open-ended questions. However, she occasionally speaks too fast, not giving children enough time to think and respond before asking the next question.
- Children develop a good understanding of safe and healthy practices. For example, the childminder takes them shopping to choose healthy foods for their snack. Children wash their hands before eating, using a step to reach the sink. They enjoy being physical outdoors, propelling themselves on ride-on toys, holding onto a rail as they climb the slide.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard children. She has a good knowledge of the local child protection procedures and knows what to do to protect children from risk of harm. She keeps all required documentation to support children's welfare. The childminder carries out good risk assessments to keep children safe on and off her premises. She provides good support for children to learn safe behaviour and how to minimise risks for themselves. For example, they put some toys away before getting more out, to prevent tripping hazards.

What does the setting need to do to improve?

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

- give children enough time to listen, think and respond
- challenge older children's early literacy skills further.

Setting details

Unique reference number	EY368291
Local authority	Somerset
Inspection number	10125653
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 May 2015

Information about this early years setting

The childminder registered in 2008 and lives in Ilminster, Somerset. She provides care Monday, Wednesday, Thursday and Friday, all year. The childminder holds an early years qualification at level 3 and is working towards a qualification at degree level. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The inspector carried out a learning walk with the childminder to establish how the curriculum and early years provision is organised.
- Parents' written feedback and the childminder's own parent survey were taken into account.
- Children played and talked with the inspector.
- Safeguarding information was checked.
- The inspector talked with the childminder at convenient times.
- The inspector observed activities and the quality of teaching and learning, indoors and outdoors.

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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