

Childminder report

Inspection date:

20 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

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides an inclusive and friendly environment for all children. She offers a range of age-appropriate resources, which are easily accessible. As a result, children have good opportunities to explore their surroundings and learn new skills. The childminder respects children's play choices and allows them to lead their own learning. This helps to instil confidence in children and promotes their independence skills effectively.

Children thoroughly enjoy engaging in role-play activities, particularly when re-enacting real-life experiences. For example, during the inspection, children used a toy stethoscope and pretended to be a doctor and a patient. The childminder used this opportunity effectively to encourage children to recall and recreate their own experiences and to extend their language skills.

The childminder provides a pet-friendly environment for children. She has a pet lizard, rabbits and cats, and teaches children the importance of being kind to animals and handling them safely. Children listen attentively and demonstrate a good understanding of caring for living things, including protecting their environment. For example, children happily recalled their experiences of litter picking with the childminder and visiting the local recycling centre, where they got to post the correct recyclable items into the sorting containers.

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

- Children develop good early reading skills. They sit alongside other children and focus well as the childminder reads them a favourite story. The childminder introduces story props, such as a telescope. Children follow the story and pretend to use the telescope when they hear the linked narrative in the book. This helps to draw children's attention and enriches their understanding of the story even further.
- The childminder is a good role model in ensuring children understand behaviour expectations. As a result, children learn to share, negotiate and be kind to others. The childminder is gentle in her approach and supports younger children to manage their emotions effectively. For example, she provides clear and age-appropriate explanations to help children understand how their behaviour may impact on others.
- When children first start, the childminder liaises closely with parents to find out about their child's interests, preferences and current stage of development. Overall, she uses this information well, alongside her own observations, to support children's learning. However, despite the childminder using her assessments to identify children's next steps in learning, she does not always prioritise this information to help inform her planning and speed up children's

progress.

- The childminder knows how to support children's emotional well-being effectively. For example, when she recognises that some children are finding it difficult to settle, the childminder uses a visual timetable, which consists of relevant pictures of her home and activities, to help communicate with children and put them at ease.
- Children are physically active and enjoy regular outings to the park and local groups. The childminder promotes healthy food choices. She works with parents to ensure children's packed lunches from home include balanced and nutritious foods. However, at times, the childminder is not consistent in promoting some daily hygiene practices compared to others, such as regular handwashing before mealtimes.
- The childminder builds positive partnerships with parents. She provides daily verbal and written feedback about their child's learning and care experiences. For example, she uses individual daily diaries to record children's play experiences and to share personal care information, such as their food intake, sleep routines and nappy changes. In addition, the childminder has built good links with other early years providers that children attend. She communicates with key persons regularly and shares relevant information to promote children's continuous learning and care.
- The childminder uses self-evaluation well to reflect on her provision and identify ways to improve further. She attends relevant training courses to develop her knowledge and enhance her teaching practice. For example, after attending a workshop about early phonics, the childminder has improved the way she teaches older children to recognise the letters in their name, in preparation for starting school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to keep children safe from harm. She is able to recognise the main signs and symptoms of abuse, and is knowledgeable about the procedures for making an immediate referral. The childminder updates her safeguarding knowledge regularly and keeps up to date with any relevant changes to legislation. For example, she has completed training to update her knowledge on wider safeguarding issues, such as the 'Prevent' duty programme. Furthermore, she reflects on the online newsletters she receives regularly from the local authority, which include information about current child protection issues.

What does the setting need to do to improve?

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

- make better use of assessment information to promote children's next steps in learning to help raise the potential for them to make more rapid progress
- develop a more consistent approach in following daily hygiene practices so that children have a clearer understanding of expectations to promote their good health.

Setting details

Unique reference number	EY357759
Local authority	Somerset
Inspection number	10125633
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 June 2015

Information about this early years setting

The childminder registered in 2007 and lives in Taunton, Somerset. She operates from Monday to Friday all year round. The childminder holds a childcare qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Shahnaz Scully

Inspection activities

- The inspector had a tour of the premises.
- A sample of relevant documents was reviewed by the inspector, including children's medication records, the childminder's qualifications and evidence relating to the suitability of household members.
- The inspector held a meeting with the childminder and spoke to children. She discussed with the childminder how she works in partnership with parents.
- A planned activity was jointly observed and evaluated by the inspector and the childminder.
- The inspector observed the quality of teaching and considered the impact this has on children's learning.

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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