

Childminder report

Inspection date: 2 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are extremely well cared for by the childminder. She is kind and welcoming, providing a nurturing environment. Children have a strong sense of belonging. They enthusiastically enter the childminder's house, hang their coats on their individual named pegs, and quickly settle into activities. Children select independently from the wide range of stimulating toys that the childminder arranges in an inviting way.

The childminder has high expectations of the children. She has simple rules and boundaries in place to keep them safe that she gently supports children to follow, in a nurturing way. For example, when the youngest children wave the scissors around, the childminder gently reminds them to 'think about the scissors', which helps the children to consider their actions.

The childminder works hard to support the children to be polite, share and support each other. They thank the childminder when she hands them more snack, and they help each other find missing gloves. The childminder teaches the children about feelings in an exciting way. Each day she encourages children to discuss their emotions and how they feel with that emotion, using pictures to support children's understanding. When helping solve a disagreement over a toy, the childminder gently reminds children to think about how having a toy taken from them by another child makes them feel sad.

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

- The childminder has consistently high levels of respect for children. She empowers them to develop high self-esteem through her gentle, caring manner and positive reinforcements. For example, when changing children's nappies, she keeps them calm and occupied by gently explaining what she is going to do before she starts. She sings songs, making the experience fun and positive for them.
- Partnership with parents is excellent. Parents love the 'home from home' their children get in the childminder's care. They regularly share information about their children's progress and interests through electronic learning diaries and informal chats. Parents value the support that the childminder gives them to continue their children's learning at home.
- Children develop good early language and literacy skills. The childminder regularly sings with them. She reads books in an exciting and interesting way. She recognises all children's attempts at language, and repeats what they are saying, reinforcing correct pronunciation, using simple signs with the youngest children. She talks to the children about what they are doing, supporting them to develop their vocabulary. However, at times, she does not allow children

enough time to answer questions and make their own comments.

- The childminder empowers children to practise their physical skills and be highly independent from a young age. At snack time, even the babies cut up their own banana, spread butter on their own crackers and choose what they would like to eat, confidently asking for 'more' when needed.
- Children learn simple mathematics in a fun and exciting way. For example, the children play in a pretend restaurant. The childminder supports them to decide how much the food is, and helps them to count out the correct money. At snack time, children help count out the blueberries, and ask for the 'circle' cracker.
- The childminder is proactive in linking with the local community. She regularly visits a local care home with the children for singing and stories, teaching children to value people of all ages. Parents have commented that their children speak about the special relationships with the care home residents.
- The childminder monitors children's progress well and has an accurate view of what they need to do to develop their skills further, noticing any gaps in their learning. For example, she observed that children were struggling to hold pencils, so set up an exciting play dough activity, with props based on children's interest, to help them to develop their hand muscles. She refers to outside agencies when required. All children make good progress.
- The childminder is enthusiastic about keeping up to date with current practice. She links with other childminders and completes training courses, regularly assessing her setting and making changes where needed. For example, after a recent training course she now has a 'nose blowing station' set up, where children can independently get tissues, and check in the mirror to see if their nose is clean.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date, having recently attended a training course. She knows the signs and symptoms to watch for that may be of a cause for concern, and knows how to refer a child if needed. She identifies and minimises risks in her house and on outings. She ensures all adults who live in her home are appropriately checked. She supervises children well, and has procedures in place to ensure they are safe.

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 opportunities to think and respond appropriately, to support development of their communication and language skills further.

Setting details

Unique reference number	EY418075
Local authority	Somerset
Inspection number	10125717
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 May 2015

Information about this early years setting

The childminder registered in 2010. She lives in Frome, Somerset. The childminder cares for children from Monday to Thursday, all year round. The childminder has a level 3 qualification in early years education.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to parents and read written statements from them, to gather their views on the childminder.
- The inspector and the childminder evaluated an activity together.
- The inspector looked at a sample of documentation, including first-aid certificates and the safeguarding policy.
- The inspector spent time observing the children and childminder interacting, both inside and outside.

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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