

# Childminder report

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Inspection date: 13 January 2020

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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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children show great curiosity as they explore a range of enticing activities, which support their interests, in a homely environment. They are keen to get involved and explore the resources, making independent choices about their play. There is good support for children's emotional well-being. Children form strong attachments with the childminder and her assistants and feel safe to explore. The childminder and her assistants hold young babies close and reassure them as they settle into new routines. They show children respect, such as listening to their ideas and offering them praise for their contributions. Children show great pride in their achievements. For example, after concentrating hard, young children clap excitedly and show the assistant how they have filled their test tube to the top with water beads.

The childminder and her assistants are positive role models and have high expectations for children's behaviour. They provide children with clear explanations and encourage them to make decisions and be polite. Children are kind to each other, offering praise and encouragement to complete tasks, such as rescuing a frozen toy penguin from the ice. Children understand they need to take turns when playing games and wait patiently.

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

- The childminder leads her assistants effectively. They work well together to reflect on their practice and to build on the activities they provide. They make good use of their research, training and professional conversations to develop their skills. The childminder evaluates her provision accurately and has identified ways to improve the provision to raise outcomes for children. For example, she has plans to provide children with a more inviting reading area and to develop the use of natural objects to support children's creativity.
- There are good partnerships with parents. For example, individual healthcare plans, which she reviews regularly with parents, enable her to meet children's care needs efficiently. The childminder gathers detailed information from parents as children start, to help provide a foundation to children's learning and guide her initial planning. She keeps parents well informed about their children's progress and encourages their involvement, such as to share their cooking and musical skills.
- The childminder and her assistants support children well to develop their independence and self-care skills ready for school. For example, from an early age, children are encouraged to wash their hands before eating and after nappy changing, and older children are encouraged to pour their own drinks. However, the childminder and her assistants do not always encourage children to persevere and solve problems for themselves, such as how to prevent the bowl

from moving when hammering or to unfasten lids from the test tubes.

- The childminder and her assistants provide a safe and secure environment for children to explore and to make choices about their play. Although they keep children safe, they do not always help children to understand possible consequences to help them assess risks for themselves to keep them safe.
- Children have a positive attitude to learning. They willingly sit and listen to a story and show great curiosity. The assistant frequently asks questions and waits for the children's responses. She extends language well, such as providing more specific vocabulary and encouraging them to recall the story. They enthusiastically choose and engage in familiar songs. These activities help to support children in developing their communication and language skills successfully, including those learning English as an additional language.
- The childminder and her assistants know the children well and plan effectively for their learning. They assess children's progress successfully and build on what they know and need to do next. For example, the childminder provides various opportunities for children to develop their physical skills. Children confidently use a pincer grip or tweezers to grasp water beads or use a small hammer to break ice from around a toy penguin. However, occasionally, the learning experiences for younger children are not as good as for older and more-enthusiastic children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants keep their safeguarding knowledge up to date through attending regular training courses. This includes wider safeguarding issues, such as the effects on children of domestic violence and radicalisation. They are alert to the possible signs and symptoms which may identify children are at risk of harm and understand their responsibilities to report their concerns. The childminder uses detailed risk assessments to ensure the premises are safe and that children cannot leave unattended. The childminder maintains an accurate record of children's attendance and follows up promptly on any absences to keep children safe. She ensures that only known and authorised adults collect children.

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

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

- review the organisation of group activities to enable younger children to be fully involved and for older children to solve problems for themselves
- use all opportunities to encourage children to learn about how to keep themselves safe and assess risk independently.

## Setting details

<b>Unique reference number</b>	EY266467
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10125534
<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>	0 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	30 September 2013

## Information about this early years setting

The childminder registered in 2003 and lives in the Milton area of Weston-super-Mare, North Somerset. She operates from Monday to Sunday all year round and offers overnight care. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children. The childminder has an early years qualification at level 3.

## Information about this inspection

### Inspector

Rachael Williams

### Inspection activities

- The inspector observed the childminder and assistants' interactions with children as they played inside and discussed children's learning.
- The inspector completed a joint observation with the childminder and discussed professional development.
- A learning walk and tour of the setting were completed with the childminder.
- A sample of documents, policies and procedures were viewed, including assistants' suitability checks.
- The inspector spoke with a parent on the day of the inspection and considered her 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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