

Childminder report

Inspection date: 13 January 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder and her assistants. They are happy, settled and show that they feel safe and secure. Children behave well. They are kind to each other and thoroughly enjoy all the opportunities they are given to be independent. For example, children ask to help serve their lunches to their friends and are confident to get themselves dressed and undressed for outdoor play. Children are learning key skills that will support them with the next stage in their learning and their eventual move on to school.

The childminder has developed strong partnerships with parents. Information about children is shared regularly through discussions and learning records to ensure continuity of care and learning. Parents speak extremely highly of the childminder and her assistants, and comment that they offer a nurturing environment where their children thrive.

The childminder and her assistants support children's mathematical development well. For instance, when cutting fruit at snack time, children are encouraged to count how many pieces they have. Older children learn about cutting fruit into halves and quarters. Younger children practise their counting skills as they play hide and seek outdoors.

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

- Children are supported well to learn about the world around them. For example, they take part in a range of activities to help them learn about Chinese New Year and enjoy forest school sessions where they get to use tools such as hammers and saws to make bird feeders. Children enjoy their learning.
- The childminder and her assistants make sure that they keep their skills and knowledge up to date through regular training. The childminder observes her assistants and models good practice to help her assistants to reflect on their practice. Knowledge gained from training is cascaded to others and put into practice to benefit the learning outcomes for children.
- The childminder and her assistants understand how children learn. They monitor children's progress closely and know the children in their care well. However, at times, the learning expectations during some group activities are not reflective of children's abilities to help them make the best possible progress.
- The childminder and her assistants support children's physical development effectively. For instance, children develop their core strength as they balance on a balance board. They are encouraged to develop their fine motor skills and hand-to-eye coordination as they use chopsticks to pick up ribbons.
- The childminder is dedicated to providing high-quality care and education. Along with her assistants, they reflect on the provision to continually make

improvements. For instance, they have recently reviewed the layout of the room to allow children to access resources more independently. However, occasionally, the playroom floor becomes a little cluttered with toys and resources, and the childminder misses opportunities to teach children to take care of their environment and tidy away toys they are no longer playing with.

- The childminder and her assistants work collaboratively with staff at other settings the children attend. For example, they hold regular discussions regarding children's progress and development, and share next steps in children's learning. They work in partnership to support children to reach the targets they need to achieve to move on to the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of their role and responsibility to keep children safe from harm. They know what to do if they are concerned about a child's welfare and are aware of wider safeguarding issues. Children's safety and well-being are given high priority. The childminder and her assistants ensure that hazards are minimised and use risk assessments effectively at home and for outings. This helps the childminder to ensure children's safety at all times while they are in their care.

What does the setting need to do to improve?

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

- take into account the abilities of individual children during adult-led group activities, to engage and challenge them even more effectively and help them to make the best possible progress
- provide more opportunities for children to think about keeping their environment tidy so they have more space to play with their chosen resources.

Setting details

Unique reference number	EY365437
Local authority	North Somerset
Inspection number	10074038
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	16
Number of children on roll	21
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 2007 and lives in Weston-super-Mare. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder employs four assistants, working with two of these at any one time. She holds a childcare qualification at level 5 and receives funding to provide free early education for children aged, two, three and four years.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The childminder showed the inspector all areas of her home that she uses for childminding and explained how she organises her space and resources to meet children's care and learning needs.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at the documentation used by the childminder, including evidence of the suitability of adults in the household, and training certificates.

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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