

Childminder report

Inspection date: 21 January 2020

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

The provision is good

Children are happy, safe and settle well at the provision. They have established secure attachments with the childminder and her apprentice, which helps to support their emotional well-being. Young children have their care needs met and both the childminder and apprentice know the children well. For example, when children become slightly unsettled after lunch, the apprentice knows that they want their comforter, are getting tired and are ready for sleep.

Children make good progress with their physical development and have plenty of opportunities to play outside. Furthermore, the childminder organises regular walks in the local area and visits to the local farm. The childminder has a selection of animals, such as chickens, birds, guinea pigs and rabbits. Older children enthusiastically feed the animals and laugh with excitement as the rabbits nibble carrots from their hand. They make comment such as 'look, he is eating it'. Children begin to develop an understanding of care, concern and empathy towards others and living things.

Children behave well. The childminder has high expectations for children's behaviour and is a positive role model. She is quick to remind children of her expectations and children respond quickly to instruction. For example, when children become too loud, she reminds them to use 'indoor voices' and children immediately lower their voices.

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

- Children are supported well to develop their independence and self-care skills. The playroom and outdoor area are organised so children are able to choose and select toys and resources that interest them. Older children attend to their own personal needs confidently. For example, at snack time, they wash and dry their own hands and cut their own fruit with a knife. They put on their own shoes and coats before playing outdoors.
- Partnerships with parents and carers are strong. The childminder uses daily diaries, for example, to ensure that parents are kept fully updated about the care their children receive throughout the day. She shares observations, photographs and development records with parents to keep them informed about their children's progress. Parents speak highly of the childminder and describe her as 'caring, supportive and professional' and comment that the provision is a 'consistent and progressive environment'. They describe the level of communication as 'excellent'.
- The childminder and her apprentice support children to develop their literacy skills extremely well from a young age. There are plenty of opportunities for mark making, and older children are beginning to form recognisable letters in

their name. Young children enjoy looking at books with adults and older children choose to look at books with their friends. The childminder encourages children to take home a 'story bag', containing a book, toy and drawing pad to continue their learning at home. Older children demonstrate a love for drawing and reading and enthusiastically remind the childminder that they 'need to choose their book'. Children demonstrate positive attitudes towards their learning.

- The childminder has an in-depth understanding of how children learn and plans age-appropriate activities to support children's development so they make good progress in their learning. However, on occasion, the childminder does not organise adult-led activities effectively to support children to achieve the best possible outcomes.
- The childminder and her apprentice support children's communication and language skills effectively throughout the day. Younger children with limited speech are encouraged to use simple hand signs to help them communicate, such as 'more please' during snack. During play, younger children explore colour and are introduced to new words such as 'red', which they confidently repeat. Older children have the opportunity to explore and investigate resources from different cultures around the world and are introduced to new words such as 'chopsticks', 'sushi' and 'singing bowl'.
- The childminder undertakes regular training to enhance and develop her knowledge and skills further. She uses training effectively to regularly self-evaluate her practice and make changes to the provision. Systems are in place to support and mentor her apprentice to improve the quality of her practice. However, the arrangements for mentoring her apprentice are not fully embedded and consistent, to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about safeguarding and child protection issues and carries out regular safeguarding training. The childminder and her apprentice are able to identify signs and symptoms of abuse, which may indicate a child is at risk of harm. They know where to go and who to contact should they have any concerns about the children in their care. The childminder understands her role and responsibilities to report any allegations to Ofsted in a timely manner, and the assistant is aware of who to contact should she have concerns. Daily checks are carried out before children arrive at the provision and children are kept safe.

What does the setting need to do to improve?

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

- improve the organisation of planned activities to maximise children's learning opportunities

- further develop the support and mentoring systems for apprentices to provide a sharper focus on raising the quality of teaching and learning to ensure excellent outcomes for children.

Setting details

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| Unique reference number | EY374252 |
| Local authority | North Somerset |
| Inspection number | 10125663 |
| 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 | 28 May 2015 |

Information about this early years setting

The childminder was registered in 2008 and is based in Tickenham in Somerset. The childminder provides care on Monday, Tuesday and Wednesday, all year round. The childminder works with an apprentice.

Information about this inspection

Inspector

Becky Mulcahy

Inspection activities

- Suitability documentation for the childminder, apprentice and household members was checked, along with first-aid certificates.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector spoke to the childminder, apprentice and children present at the time of the inspection.
- The inspector observed children playing inside and outside, and the impact of the adults' interactions with them.
- The inspector viewed areas of the home used for childminding.
- The inspector tracked children's progress and sampled their learning and development records.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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