

# Childminder report

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Inspection date: 28 January 2020

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

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

### The provision is good

Children and babies are exceptionally happy and settled in the childminder's home. They thoroughly enjoy playing with the childminder and exploring the extensive range of toys. For instance, babies are fascinated by looking at the childminder through coloured filters. They shriek with laughter as the colours change. Children's behaviour is superb. They are exceptionally polite, kind and thoughtful. For instance, children share favourite toys with babies unprompted.

Children have highly engaging opportunities to learn about healthy food choices. They choose which vegetables to eat at lunchtime and help to prepare them. Children shown high levels of skill as they chop the stalk off sprouts and peel the outer leaves.

The childminder is extremely effective in teaching children to assess any risks they encounter. They develop excellent understanding of how keep themselves and others safe. For instance, after children complete puzzles containing small parts, they independently place them on a shelf to keep them away from babies. The childminder monitors children's development well and she provides effective support to help all children to make good progress in their learning. Parents strongly appreciate that the childminder shares her wealth of childminding experience with them to further support children's learning and care at home.

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

- The childminder nurtures children's confidence exceptionally well. Babies are very content. They enjoy interacting with the childminder, gurgling and smiling as she softly drapes materials on their skin. Children are determined and resourceful learners. For instance, they persevere with puzzles until they complete them. They glow with pride when the childminder praises their efforts.
- The childminder provides a wide range of resources and learning experiences that captivate children's attentions. For example, they enjoy exploring the contents of the 'curiosity chests'. They work out how to make music boxes play and they predict what different implements could be used for. The childminder uses her strong knowledge of children's developmental stages to teach them the knowledge and skills they need for successful transition to school. She monitors children's progress closely and she acts promptly to access specialist support for them where necessary.
- The childminder works closely with other professionals to pool and develop their knowledge and skills. For example, they provided an excellent range of activities to help children to appreciate the similarities and differences between people and to identify what makes them unique. The childminder teaches children very well about their own cultures and traditions as well as those of others. For

instance, children try different foods to learn about the Chinese New Year and they listen intently to stories about how the years were named.

- The childminder teaches children mathematical language and skills extremely effectively. For instance, young children learn to count, compare sizes and solve shape puzzles very well.
- Partnerships with parents are strong. Parents are extremely complimentary about how happy their children are and how well the childminder helps children to develop, such as, teaching sign language to support their communication. Older children, who have been with the childminder for many years, report that they are grateful to the childminder for helping them with homework and for 'so many amazing adventures'.
- The childminder is passionate about her role and she is committed to making improvements to benefit children. For example, she is planning to expand opportunities for children to explore and use their imaginations further in their play.
- Overall, the childminder supports children's communication and language development well. She teaches children the meaning of new words and she models language very well, speaking clearly and providing a lively narrative for their play. The childminder reads stories in an engaging manner and children delight in using soft toys to act out the plot. However, she does not always make the best use of questioning to encourage children to express their thoughts and develop their communication and language skills further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of a wide range of safeguarding issues, including threats from extremism and keeping children safe online. She attends regular safeguarding training and she understands her role in promoting children's welfare. The childminder is alert to the signs that could indicate that a child is at risk of harm. She knows the procedures to follow to report any child protection concerns. The childminder is extremely vigilant in identifying hazards and taking steps to reduce them to help her to provide a safe and secure environment for children.

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

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

- enhance teaching further, to allow children enough time to think, respond and develop their speech and language fully.

## Setting details

<b>Unique reference number</b>	118285
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10072323
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	5 January 2016

## Information about this early years setting

The childminder registered in 1995. She lives in Portishead, North Somerset. The childminder provides care each weekday, including before and after school, for 48 weeks of the year. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Peacock

### Inspection activities

- The inspector observed children playing and assessed the impact of the childminder's teaching on children's development.
- The inspector discussed with the childminder how she decides what children need to learn and how she organises the curriculum.
- The inspector took into account the written views of parents and children.
- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documentation, including children's records 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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