

Childminder report

Inspection date: 4 February 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 develop strong emotional attachments to the kind and patient childminder. They are happy, content and safe in her care. Children are motivated learners, who enjoy interacting with the childminder and joining in with the wide range of activities. They develop high levels of concentration. For instance, toddlers listen intently during stories and join in enthusiastically with songs by moving their bodies in time to the music. Children behave well. The childminder consistently teaches children about good manners and behaviour.

Children develop good communication skills. The childminder supports children's developing language skills well. For example, she provides a clear narrative as children play and she reads books in an engaging manner. Toddlers delight in learning the meaning of new words. They join in enthusiastically with the childminder pretending to be driving down a bumpy road.

Children have plenty of opportunities to take part in energetic play. The childminder uses ideas gained from training effectively to improve children's focus on their learning. For instance, she found that they concentrate better after exercise and so she provides regular physical activities. The childminder is committed to supporting all children to make good progress in their learning and development.

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

- The childminder forms strong partnerships with parents and other professionals. Children benefit from high levels of continuity in their learning and care. For example, the childminder works effectively with professionals in other early years provisions to support children to settle into a larger setting. Parents are highly complimentary about the childminder's work. They report that they enjoy receiving regular photographs and updates about their children's progress.
- Children develop high levels of self-esteem and they take pride in their achievements. The childminder praises children's efforts consistently and encourages them to persevere. For instance, toddlers beam and give themselves a clap when she praises them for completing a task.
- The childminder's teaching of mathematics is a strength. For instance, she skilfully introduces mathematical language and skills into role-play. Toddlers smile as the childminder exclaims that the egg is too big to fit into a mixer and she challenges them to try to find items that are small enough to fit in.
- The childminder provides good support to help children to identify how they and others might be feeling. She teaches them to recognise a range of emotions.
- The childminder uses her observations and assessments effectively to monitor children's progress. She supports children to make good progress and she knows

how to access specialist support if necessary.

- Children develop strong physical skills. The childminder provides a wide variety of activities to help them to build strength and coordination in their hands. For instance, young children use tools effectively to mould dough and they enjoy painting.
- The childminder uses professional development opportunities effectively to develop her knowledge and skills. She shares the information gained from training and research with her assistant to help to support her in her role.
- Children benefit from engaging opportunities to learn about their own cultures and traditions and those of others. For instance, the childminder uses books to help children to find out about the lives of children in less developed countries. Children enjoy joining in with Chinese New Year celebrations.
- Children demonstrate good levels of independence. For example, younger children wash their own hands and feed themselves well. The childminder shares information with parents to help children develop their independence skills in preparation for the move to school.
- The childminder provides a wide selection of resources and a good variety of activities for children. Overall, she identifies appropriate next steps in their learning and she teaches them well during their chosen and planned activities. However, the childminder is not developing the curriculum as well as possible. Her planning does not consistently extend and challenge children to support them to make the highest rates of progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities in keeping children safe. She knows the signs that could indicate that a child is at risk of harm and knows how to report any child protection concerns. The childminder and her assistant share information from training and research to develop their awareness of safeguarding issues, such as internet safety and extremist behaviours or views. The childminder supervises children well. She is vigilant in identifying and reducing hazards 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 planning and provide children with more precise challenges to extend their learning to the highest levels.

Setting details

Unique reference number	EY296671
Local authority	Somerset
Inspection number	10073468
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	12
Number of children on roll	17
Date of previous inspection	22 April 2016

Information about this early years setting

The childminder registered in 2004. She lives in the village of Wembdon near Bridgwater, Somerset. The childminder sometimes works with an assistant. The childminder operates Monday to Friday from 7.30am to 6.30pm, all year round. She receives funding to provide free early years education for children aged three and four years. The childminder holds a level 3 qualification in early years.

Information about this inspection

Inspector

Sarah Peacock

Inspection activities

- The childminder gave the inspector a tour of her home and she explained how she decides what children need to learn, know and do.
- Relevant documents were sampled by the inspector, including children's records, evidence of suitability checks and professional development certificates.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed children playing and assessed the impact of the childminder's teaching on their development.
- The inspector took into account the written views of parents.

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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