

# Childminder report

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Inspection date: 13 February 2020

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

### **The provision is good**

Children are happy and settled. The childminder provides a warm, stimulating and well-resourced environment which is organised to support the needs and interests of children of different ages. Children's independence and self-care skills are successfully promoted. The childminder supports them to manage their own care needs. For example, young children recognise the need to blow their nose and to wash their hands. Older children demonstrate high levels of independence by cutting up cucumber for their friends at lunchtime.

The childminder has high expectations of children's behaviour. Children's emotional development is extremely well supported as they begin to understand their feelings and the effect their behaviour has on others. The childminder has a calm and gentle approach. She models positive behaviour and reminds children to use their manners.

The childminder knows the children well and constructs a curriculum based on their interests and next steps. She delivers mathematics and literacy creatively and this motivates the children to learn. The childminder recognises the importance of working in partnership with parents to support the well-being of children. Parents comment on the good quality of care and activities that she provides. The childminder arranges regular visits to local groups and makes good use of local amenities.

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

- Children are making good progress. The childminder has a good knowledge of their learning and development. Children develop well in a stimulating environment which is carefully planned to support their interests and next steps in learning. For example, the childminder skilfully extends a sensory activity by provoking their interest in the gloop further. Children have positive attitudes to learning and concentrate on activities for long periods of time.
- Children develop good levels of independence. The childminder positively encourages them to gain new skills. For instance, she supports children to complete age-appropriate tasks for themselves, such as tidying up toys or clearing the table after mealtimes.
- Children develop a keen interest in books and stories. This promotes their early literacy skills well. The childminder supports language acquisition by introducing new vocabulary and asking open-ended questions. For example, during stories, she pauses so that children can repeat familiar phrases at appropriate times and recite rhymes independently.
- Mathematics is incorporated effectively into daily routines and play. For example, at lunchtime, the childminder prompts children to count the sausages to ensure

that they have enough for each child. She consistently helps the children to count, come up with ideas to solve problems and explore mathematics activities.

- The childminder understands the importance of working in partnership with parents. She speaks to parents daily and provides them with a termly written report about their child's progress. Parents are very complimentary about the care provided.
- The childminder uses self-evaluation well. For example, she networks with other professionals to seek new ideas and information to support her to evaluate her provision. The childminder also gathers the views and suggestions of parents to inform further areas of improvement.
- Children behave well. The childminder has a consistent, caring approach. She continually reinforces positive behaviour and talks to the children about sharing and being kind.
- The childminder is enthusiastic and joins in with children's role play. She supports and extends their imagination. For example, she encourages children to draw a road for the cars to drive on. She interacts with them to add a narrative to their play, taking on their suggestions and ideas.
- Children spend time in their local community. For example, they go on trips to the allotment and the library. The childminder introduces the children to festivals from their own and other people's cultures. However, she does not always continue to help children to build further on their knowledge and understanding of diversity and the wider world around them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She has completed safeguarding training and has extended her knowledge of the wider aspects of safeguarding such as the 'Prevent' duty. This helps her to protect children from extreme views and ideas. The childminder has clear procedures to follow if she is concerned about a child's welfare. She implements effective risk assessments to make sure her home and garden are safe for children.

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

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

- increase the range of activities, resources and experiences to help children to develop an even better understanding of diversity.

## Setting details

<b>Unique reference number</b>	118413
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10065069
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	7 September 2015

## Information about this early years setting

The childminder registered in 1998 and lives in Easton-in-Gordano, Bristol. She has a childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Corinna Laing

### Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home.
- The inspector observed children and the childminder, and evaluated the quality of teaching and learning.
- The inspector looked at relevant documentation, including information on the suitability of members of the household and her policies and procedures.
- Parents shared their views through written feedback and the inspector took account of these.

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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