

Childminder report

Inspection date:

21 February 2020

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children gain a good knowledge of healthy lifestyles. They enjoy a range of rich outdoor experiences where they can explore, be imaginative and learn about nature. Children keenly explain how they climbed to the top of the hill, chasing the dogs, and how they had to take their coat off because they got too hot. Children recall how, when they walked back along the beach, they went really fast because the wind was pushing them. The childminder encourages children to make healthy choices, for example as they prepare their picnic lunches in the morning. She provides healthy options from around the world so that children can sample different tastes and textures.

Children behave well and understand behavioural expectations and boundaries. They play nicely together, such as rolling a car to each other or passing a ball. When children see their friends are upset, they willingly share the toys and receive praise from the childminder, which builds their self-esteem. Children are polite and well mannered, for example when asking for drinks. Children feel safe with the childminder and develop strong bonds. They are confident to engage visitors to the setting in conversations, and they communicate their thoughts and ideas well.

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

- The childminder supports children's emotional well-being effectively. She provides a good range of opportunities to help children build their confidence and test their physical capabilities. She encourages children to have a voice and make decisions about their play and learning. Children build friendships and learn to negotiate, for instance suggesting time limits to play with a car. Children learn to respect each other's ideas and to manage their feelings with growing confidence.
- Children develop good imagination and use resources creatively. They use blankets and cushions successfully in their den building. Children confidently use speech in their role play to explore their own ideas and tell stories. For example, children explain the process of looking after their doll as they feed and bathe it, showing good understanding of personal care.
- When children start, the childminder takes time to get to know them and gathers a good range of information from parents to help them settle quickly. Parents receive good information about the childminding service and their children's daily experiences, which parents greatly appreciate. However, the childminder has yet to forge links with the schools children attend, to complement children's learning even further.
- Children have good self-care skills and understand the importance of good hygiene. The childminder questions children well, helping them to decide

whether they need to wash their hands after stroking the dogs and before they eat. The childminder continuously praises children's good choices.

- The childminder uses her risk assessments well to ensure that she provides a safe and secure environment for children to explore, both inside and when on outings. She uses stairgates well to prevent children accessing the stairs and the kitchen, where the dogs sleep, without supervision. She ensures that the front door remains locked, with the keys nearby in case of emergency, while children are present.
- The childminder evaluates her provision well. She carries out regular research, such as on expanding children's knowledge of nature, to improve their learning experiences. She uses her training effectively to broaden experiences for those children who learn better outside to support their emotional and physical health successfully.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge, including of wider safeguarding issues, such as domestic violence. She has good understanding of the possible signs of abuse and the procedure to follow should she have a concern about a child's welfare. She works closely with parents to protect children when using electronic devices, such as negotiating appropriate screen time. The childminder provides children with clear explanations to help them begin to assess risk for themselves, such as different routes to take to avoid flooded areas.

Setting details

Unique reference number	EY345894
Local authority	Somerset
Inspection number	10060502
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	5 to 10
Total number of places	5
Number of children on roll	3
Date of previous inspection	14 January 2015

Information about this early years setting

The childminder registered in 2006 and lives in Highbridge, Somerset. She offers out-of-school care to older children before and after school, during school holidays and on Saturday.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector viewed all areas of the family home and discussed how the childminder organises the play space.
- The inspector spoke with the childminder at convenient times during the inspection and discussed the childminder's understanding of the safeguarding and welfare requirements of the early years foundation stage.
- The inspector considered the written testimonials of parents.
- The inspector observed the childminder's interactions with children as they played inside.

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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