

Childminder report

Inspection date:

16 March 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and inquisitive on arrival. They select resources and demonstrate previous learning. For example, they put on glove puppets and sang number rhymes. Children persevere when they come across a problem, and show a strong sense of pride in their achievements. For example, when they come across a problem, they say to themselves 'try again' and then have another go. They concentrate well and remain engaged in activities to their own satisfaction. Children are strong communicators and have good language skills, including those who are learning English as an additional language. The childminder engages them well in talking about what interests them, role modelling vocabulary effectively. For example, children vocalised their extensive knowledge of living on a farm, as they played with the toy farmyard. The childminder extends their ideas by posing good questions, so that children think about how to solve problems. For example, she asks, 'If the driver is stuck, how will he get out?' The childminder provides good opportunities for children to revisit their learning so that they have plenty of time to remember and demonstrate their new knowledge. All children, including those with special educational needs and/or disabilities, have good opportunities to speak and participate fully in group activities.

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

- Effective partnerships with parents help the childminder to get to know the children well when they first start. The childminder makes regular observations of children's progress and talks to parents daily. She uses all the information well to know how to support children next and how to help close any gaps in their development.
- The childminder provides good support for children's mathematical development. For example, when children predict how many items they have, she helps them to count and check they are correct. She challenges older children further to match numbers. For example, children found the correct number key to open the corresponding number door. Older children recognise numbers up to 20 and mathematical symbols, such as plus and equal.
- Children display good manners and are nice to each other. When children find it hard to manage their behaviour, the childminder intervenes quickly to prevent frustration, and distracts them effectively so that they are soon happy again. For example, when children got frustrated with a toy that was stuck, the childminder helped them to work out what to do and how to find a solution.
- The childminder encourages children to enjoy using books. They show confidence as they select them independently, often getting one for their friends too. The childminder engages them well in talking about the pictures, noticing detail and answering questions. For example, she asked children to recall where puddles come from and they talked about how they enjoyed jumping in the

puddles. The childminder uses books effectively to develop children's deeper understanding of subjects such as the weather, their body, and good manners.

- The childminder successfully evaluates her provision and sets herself effective actions to develop and improve her practice. For example, she has completed training to help children to be confident communicators and knows how to use stories to support those who are learning English as an additional language. Parents confirm that their children's speech has become much clearer.
- Children are creative, acting out in their role play what they see adults do, such as cooking and going shopping. Although the childminder provides writing resources for children, she sometimes misses opportunities to encourage children, particularly boys, to develop their early writing skills as they play.
- The childminder plans many outings for children to be active and enjoy learning outdoors. Older children manage their personal needs well and have a good understanding of hygiene. For example, they asked to use the potty and knew they needed to wash their hands afterwards. The childminder provided a small bowl of warm water and soap, and children cleaned their hands thoroughly.
- The childminder helps children to have a positive awareness of their similarities and differences in how they look and their abilities. However, she does not make full use of opportunities for children to learn about their own and others' cultures, particularly those who speak different languages.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe at her premises and on outings. She carries out good risk assessments and takes effective action to minimise risks to children. For example, she has a stairgate to the kitchen to prevent children accessing it unsupervised. The childminder attends mandatory training and has a confident knowledge of the procedures to follow should a child be at risk of harm. She helps children to develop a good awareness of keeping themselves safe, such as practising the emergency evacuation procedures.

What does the setting need to do to improve?

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

- provide more encouragement for children, particularly boys, to further develop their writing skills
- help children to develop a greater understanding of their own cultures and those of others.

Setting details

Unique reference number	142013
Local authority	Somerset
Inspection number	10125450
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 December 2014

Information about this early years setting

The childminder registered in 1992 and lives in Bridgwater. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the provider. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder and the inspector carried out a joint observation and had discussions at convenient times.
- The inspector sampled documentation, including safeguarding information and training certificates.
- Observations were made of children's learning and the quality of teaching indoors.
- Parents spoke with the childminder to give their feedback on the provision.
- The inspector carried out a learning walk with the childminder to find out how she organises and plans her curriculum.

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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