

# Childminder report

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Inspection date: 5 March 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 thoroughly enjoy taking part in a wide range of interesting learning experiences. The childminder provides effective support for children's development while following their interests. For instance, she identified children's fascination with dinosaurs as they painted. She then extended their learning using books and providing dough for them to make models of dinosaurs. Children make good progress in their development and they are highly motivated to learn. All children listen intently to stories and toddlers are keen to expand their vocabulary and develop their understanding. For example, they point at the picture and ask, 'What's that one?' Children develop very strong communication skills. The childminder provides highly effective support, for example, by using sign language to encourage communication from the youngest children.

Children thrive with the undivided attention of the dedicated childminder. They feel safe and secure and enjoy the comfort of snuggling up to her during story time. Children persevere when they encounter difficulties. For instance, they try different ways to find the right jigsaw puzzle piece, such as looking for pieces with matching colours. Children beam when they complete a task, taking pride in their achievements. The childminder has high expectations for children. Children behave very well. For example, they share and wait patiently for their turn with favourite toys.

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

- The childminder evaluates her provision well and makes improvements to enhance children's outcomes. She uses professional development opportunities successfully to further support their development. For instance, she uses her training in sign language effectively to help all children to develop strong communication skills.
- Children benefit from rich opportunities to learn about their own backgrounds and communities and those of others. For example, they listen to stories from the Bible at toddler groups. Children enjoy opportunities to sing at a local residential home and spend time with elderly people. Children are fascinated to hear about the experiences of older children who visited family in developing countries.
- Children develop strong skills to support successful moves to school. For instance, they display good social skills, such as being friendly and playing harmoniously together. Children develop high levels of independence in dressing and feeding themselves. For example, toddlers put on their own coats and boots and older children put on their own gloves.
- The childminder skilfully extends children's mathematical skills and language in different ways. For example, she encourages children to predict whether pieces

of dough would be too big to fit in a mould. Toddlers listen intently to older children counting the number of objects in a book and they are keen to have their turn at counting.

- Children's health benefits from plenty of opportunities to be active. They take part in daily physical play in the garden, nearby parks and local nature reserves. The childminder uses her knowledge of children's care routines to meet their needs very well. For example, she notices when children become tired and settles them down for a nap.
- Strong partnerships between the childminder and families provide good levels of consistency in children's learning and care. Parents are overwhelmingly thankful for the childminder's dedication. They report that, 'The photos we receive throughout the day are a joy to see. We enjoy sharing this as a family at the end of the day.' The childminder holds regular discussions with key staff when she takes children to pre-school, to help her to provide continuity in their experiences. However, she has not fully developed partnerships with all early years settings attended by minded children.
- The childminder plans a wide variety of enjoyable learning experiences for children and she uses her effective teaching skills to support children well during activities. Overall, all children make good progress in their learning and they are excelling in their language development. The childminder observes children and plans appropriate next steps in their learning. However, she does not use assessment as well as possible to inform her planning and support children to make the highest rates of progress across all areas of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities in keeping children safe from harm. She knows the signs that could indicate that a child is at risk and the reporting procedures to follow if she has any child protection concerns. The childminder has continued to develop her good awareness of wider safeguarding issues. For instance, she used training effectively to deepen her understanding of the dangers of extreme views and behaviours. The childminder carries out thorough safety checks of her home and garden to help her to provide a safe 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 the use of assessments to help to target teaching more precisely and extend children's learning to the highest levels across the areas of learning and development
- extend further the partnerships with other providers to consistently provide high

levels of continuity in children's learning and care experiences.

## Setting details

<b>Unique reference number</b>	118449
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10072325
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	2 June 2016

## Information about this early years setting

The childminder registered in 1997. She lives in Nailsea, North Somerset. Childminding takes place on Monday, Tuesday and Thursday, from 7.30am until 5.15pm, throughout the year.

## Information about this inspection

### Inspector

Sarah Peacock

### Inspection activities

- The inspector and the childminder completed a learning walk of the home to discuss how the curriculum is planned and the provision is organised.
- The inspector observed children and assessed the impact of the childminder's teaching on children's development.
- The inspector held discussions with the childminder and children at appropriate points throughout the inspection.
- The inspector read parents' testimonials and questionnaires to gather their views about the childminder's provision.
- The inspector sampled documentation, including evidence of suitability checks, training records and children's records.

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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