

Childminder report

Inspection date: 29 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the warm and friendly childminder. They enthusiastically engage in a wide range of activities, such as role play, and they pretend to make ice creams and cups of tea for one another. Children share warm interactions with the childminder. She knows the children well and supports their language development effectively. The childminder uses praise and encouragement well to support children's confidence and self-esteem.

Children's behaviour is good. They play well with one another, sharing resources and toys successfully. The childminder supports them, when necessary, to understand how their actions may make others feel. This helps them to learn about kindness and respect.

The childminder has remained open throughout the COVID-19 (coronavirus) pandemic. Due to the restrictions when at times some children were unable to attend, the childminder continued to support these families. For example, she set up activities in the children's own garden and read stories through the window to them. During this time, she worked in partnership with a local day care provider to offer care for the younger siblings of the children who attended the nursery. This provided continuity for the children of key workers, who were able to continue working as a result.

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

- The childminder knows the children well and plans experiences to interest and to engage them. This helps them to make good progress in their learning. They talk about trips to the woods to collect sticks and about making bird nests in the garden when they return. They explore and investigate how fast things travel in water, and they look for different types of dragonflies.
- The childminder recognises the importance of children being able to communicate well and to express themselves. She talks to them about things they have done in the past and what they learned. She uses their interests in dinosaurs to take part in a fossil hunt at the beach. She ignites their curiosity and extends their learning as they continue their hunt at home the next day when they dig in the garden.
- The childminder continually reflects on her own practice and explores areas where she can make further improvements. She is always looking for new ideas and activities, such as new places of interest to visit, which will support children's development.
- Children have a love of books and of stories. They enjoy a special time every day as they choose a cushion and sit with the childminder to listen to a story. The childminder encourages the children's involvement as they excitedly join in.

They say 'pop' and 'bang' as they help tell the story about the sausages, confidently increasing their vocabulary.

- The childminder has a good knowledge of what she wants children to learn, and she plans a varied curriculum to support this. The childminder supports children to count, however, she does not fully support children's understanding of quantity or size.
- Children request art activities and thoroughly enjoy taking part in them. Occasionally, the activities are not as well resourced as they could be to encourage children to fully use their imagination and creativity.
- The childminder works well in partnership with parents. Parents comment positively about the childminder's provision and how their children are always excited to spend time with her. The childminder welcomes parents' involvement and seeks their views to improve her practice. She shares information regularly with parents and encourages a good two-way flow of communication.
- Children are developing good independence skills. They help the childminder to cut up fruit and to prepare snack. Children learn to be kind and to be respectful of one another as they take it in turns to choose what they would like to eat. They have a good understanding of the importance of keeping healthy as the childminder talks to them about good handwashing, and they help to grow fruit, such as strawberries, in the garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She has a good knowledge of child protection, and she can recognise the signs or symptoms which may be a cause for concern. She is knowledgeable about the wider aspects of safeguarding, and she knows about the correct reporting procedure to follow. The childminder thoroughly risk assesses her home, her garden and any outings that she takes with the children. This helps her to provide a safe and a secure environment for children and helps them to learn about staying safe.

What does the setting need to do to improve?

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

- implement additional strategies to support children to learn about quantity and about comparing size
- extend opportunities for children to use their imagination and creativity.

Setting details

Unique reference number	EY554234
Local authority	Somerset
Inspection number	10174568
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	0 to 12
Total number of places	4
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Frome in Somerset. She operates most of the year, Monday to Friday.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The childminder talked about what she intends children to learn and how she implements this.
- The inspector and the childminder observed the children engaged in activities, both inside and outside, and completed a follow-up discussion about children's learning and development.
- The childminder shared written feedback from parents with the inspector.
- The inspector spoke to the children at appropriate times throughout the inspection.

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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