

Childminder report

Inspection date: 1 July 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children of all ages make good progress in their learning and development. They are confident and happy in the childminder's home, which underpins their enthusiasm to develop their knowledge and skills. The childminder organises her environment well to enable children to explore the wide range of resources and lead their learning. Children are confident communicators, recognising the need to take turns when speaking. The childminder engages children in discussions about things that interest them, sustaining their attention and extending their communication skills. Children concentrate and want to be involved, for example, as they recall and act out the sequence of events in a story.

Parents cannot currently come into the setting, as they would have done before COVID-19 (coronavirus) restrictions. Instead, they have daily discussions at the door and use IT to share information and communicate further. Children benefit from the childminder's strong partnerships with parents and other providers. They work together consistently to provide effective care and learning. Parents comment positively on how well the childminder sensitively supports children to settle in, according to their individual needs. The childminder prepares children well for their next stage of learning and school.

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

- The childminder is a good role model. She listens and responds well to children, helping them to see that their ideas matter. Children develop a good understanding that we do not always have the same opinion as others and that is okay. The childminder helps children to feel unique and to positively notice people's differences. For example, children have good opportunities to use their second languages.
- The childminder models vocabulary effectively and questions carefully to challenge children's thinking. Children are inquisitive and ask questions to find out what they want to know. They know where to find the answers, such as books or technology. For example, when they want to know if bears like water, they discover that they need to drink it to live. Children then compare this to themselves.
- Parents confirm that their children have gained confidence, especially in building good relationships, since being with the childminder. Children of all ages play well together. The childminder is consistent and fair, ensuring children know right from wrong and think of others. Children are happy and cooperate well.
- The childminder makes regular observations and knows the children well, planning effectively for their next stages of development. However, she does not make full use of opportunities to help older boys develop their writing skills.
- The childminder understands how children learn and builds on their enthusiasm

and interests. For example, when children bring books to her, she uses these to help them recall the lifecycle of a butterfly. Even the youngest children appropriately use words such as cocoon.

- Children are becoming independent in their self-care skills. Older children blow their nose, put tissues in the bin and clean their hands. However, occasionally the childminder completes tasks that children could manage for themselves. For example, she cuts up older children's soft fruits and does not encourage them to tidy up.
- The childminder makes good use of government funding to support children's individual learning needs. For example, the purchase of role-play resources are used for children to learn to dress and undress themselves. Story sacks provide resources to engage children in listening and remembering stories and help them to concentrate.
- The childminder continues to develop her knowledge through research and attend training to provide good outcomes for children. For example, she has extended her understanding of the characteristics of effective learning. However, she has failed to maintain her first-aid qualification, as required. Although, on this occasion, there is limited impact on children.

Safeguarding

The arrangements for safeguarding are effective.

Due to an oversight, the childminder has not maintained her first-aid qualification as required. She will ensure this does not happen again. However, children are not at risk. The childminder has now completed the first part of her training and is booked onto the final part. She uses her first-aid handbook to keep her knowledge up to date and has a good supply of first-aid equipment indoors and for outings. The childminder has a good understanding of what to do if children are at risk of harm. She carries out good risk assessments and takes effective action to keep children safe on and off the premises.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain a first-aid qualification	01/09/2021

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

- encourage older boys to develop their early writing skills in preparation for school

- support children further in managing age-appropriate tasks.

Setting details

Unique reference number	EY562044
Local authority	Somerset
Inspection number	10191169
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She lives in Cotford St. Luke, near Taunton, Somerset. She works from 8am to 6pm on Monday to Friday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and inspector held a discussion about the curriculum and learning environment, safeguarding and leadership.
- The childminder and inspector carried out a joint observation.
- The inspector observed the quality of education and spoke with children.
- The inspector took into account the views of parents.

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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