

# Childminder report

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Inspection date: 17 August 2021

<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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time with the childminder and happily enter the setting and make choices about their play. New starters confidently explore their environment and separate quickly from their parents. Children develop good friendships and are kind and polite to each other. They understand rules and behavioural expectations and listen to the childminder, who is consistent in her approaches. Children learn to manage their emotional health well. They confidently ask for the childminder to put up the pop-up tent so that they can have some quiet time. Children play nicely together, for example, taking turns in a game of hide and seek, which includes all ages. They benefit greatly from opportunities to be outside and active. A child comments that he needs to 'let off steam', understanding the importance of physical activity. Children wait patiently for their turn to crawl through the pop-up tunnel and engage in chasing games. Overall, older children learn the skills to prepare them for school, such as becoming more independent in their self-care and developing good communication skills.

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

- The childminder has used her recent training well to improve her skills. She provides children with a broad range of experiences, which consider their interests and ideas. She has good knowledge of children's next steps in learning and interacts effectively to support and challenge them.
- The childminder reflects on her provision. She monitors the usage of resources and children's learning experiences. She ensures resources are accessible and inclusive. For example, the unicorn fiddle toy is a favourite for all age ranges. With younger children, the childminder encourages children to develop strength in their fingers as they 'pop' the shapes. She challenges older children well, encouraging mathematical development and problem-solving with dice games.
- Children develop good communication and language skills. The childminder provides clear commentary to activities, asks questions and helps children recall previous experiences, such as a visit to a dinosaur park. Young children begin to make connections. For example, they understand that a sponge can be used for different purposes, such as washing their body as well as washing the ride-on car.
- Children choose favourite books to share. They listen well and respond to the childminder's questions, which supports their thinking and ideas. The childminder uses this opportunity to talk to children about hygiene practices, for example what to do when they sneeze, and invites their ideas. Children remain focused and thoroughly enjoy Dudley the puppet's interactions and take it in turns to make him talk.
- Children develop a good sense of belonging. A photographic display encourages children to talk about their friends and the activities they have participated in,

such as visits to the park or library. Children understand routines for instance putting their water bottle in the bucket and removing their shoes when they are inside.

- The childminder does not always explain to children the purpose of her requests to help their understanding of how to keep themselves safe and healthy. For example, she does not explain why bead activities need to be done in another room at a table or why younger children should not be picked up and carried around the garden.
- Children's individual care practices are met well. The childminder works closely with parents to support consistent toilet training. She is patient and respectful when dealing with toileting accidents.
- The childminder does not always consider the safety of the environment. She does not encourage children to take responsibility for putting toys away during the day, to ensure there is adequate space for children to play and learn in. Children do not learn to identify potential risks, such as tripping hazards, that may affect their own or their younger friend's safety.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of the indicators that a child is at risk of harm and the procedure to follow should such a concern arise. She, and her assistants, have completed training to ensure they know the correct organisations to contact in the event of a concern about a child or if an allegation is made against an adult living or working at the setting. The childminder ensures she keeps children safe on outings and has good arrangements to enable known and authorised adults to collect children. She maintains an accurate record of children's attendance and follows up on absences to maintain children's welfare.

## What does the setting need to do to improve?

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

- support children to take responsibility for keeping the resources and play space clear and free from potential risks
- provide children with explanations so that they begin to understand the importance of practices that keep them safe and healthy.

## Setting details

<b>Unique reference number</b>	EY442902
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10146220
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	6 February 2020

## Information about this early years setting

The childminder registered in 2012 and operates from her parents' house in Minehead, West Somerset. The childminder, occasionally, works with an assistant. The childminding service operates Monday to Friday, from 8am to 6pm, all year round. The childminder is in receipt of free early education funding for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

## Information about this inspection

### Inspector

Rachael Williams

## Inspection activities

- This was the first routine inspection setting received since COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- A learning walk was completed with the childminder to discuss the organisation of the environment and how she plans for children's learning.
- The inspector and childminder discussed the activities the children took part in during the inspection, and talked about how these had an impact on children's learning.
- The inspector observed childminder's interactions with children as they played inside and outside.
- The inspector spoke with children and parents on the day of inspection.
- Documentation was sampled.

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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