

Childminder report

Inspection date: 17 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are emotionally secure and happy. They are confident and eager to start exploring the resources and become inquisitive learners. The childminder skilfully helps children to settle through reassurance and providing their favourite toys. For example, young children are eager to go in the ball pit and forget their separation anxiety. The childminder provides a well-resourced environment, where children are confident to make choices for themselves or ask for what they need. All children are developing good skills, are curious and concentrate well, appropriate to their age. Children listen to and follow instructions effectively. They enjoy their learning and are pleased with their achievements. Children have good relationships with each other and the childminder. She supports them successfully with thinking of others and being positive about people's differences. The childminder has high expectations of behaviour. Children behave well, have good manners and are beginning to understand right from wrong.

Parents confirm that they are very happy with the childminder's provision. They describe her as caring and compassionate. Parents no longer enter the premises as they did before the COVID-19 (coronavirus) pandemic. They now share good information on arrival and at pick up at the door and through technology. Parents state that they appreciate the way that the childminder works successfully with them to be consistent in children's care and development.

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

- The childminder observes children's progress and interests to help her know what they can already do and what they need to learn next. She plans activities and her environment according to what the children want to take part in or show an interest in, in order to support their development. For example, she aided young children to learn to share and take turns while playing with a football.
- Children are confident communicators. They select storybooks independently and take them to the childminder to read. They concentrate well, interacting with asking and answering questions. The childminder introduces new words and pauses for children to recall familiar words.
- Children become independent in their self-care skills. They find their shoes and wash their hands before eating. They pour their own drinks and cut up fruit. The childminder supports children well in managing their clothes when potty training. However, she occasionally completes tasks for children during activities, such as putting clothes on dolls and lids on pen-paints, without encouraging them to try first.
- Children have good opportunities to be active, rest and stay healthy. For example, they have daily activities in the garden and local park to support their

physical development. They know to drink plenty of water to keep hydrated and are learning about dental hygiene and healthy eating.

- The childminder recognises where children may need additional support and uses research to develop her own knowledge to help them. For example, to support language skills, she role models the correct use of words and speaks clearly with lots of repetition. She responds with simple phrases when young children point and uses songs and stories to encourage language. She engages children in meaningful conversations as they play and responds well to very young children's babbling. She is embarking on gaining an appropriate childcare qualification to extend her knowledge and practice even further.
- The childminder evaluates her own practice well and recognises the importance of continuing to develop her own knowledge and skills. However, although she identifies where she can improve her teaching, such as using books to help children gain information, she did not recognise a further opportunity when it arose. For example, when children were interested in hedgehogs and cats, she did not demonstrate using resources to extend their understanding of the natural world further.
- The childminder works closely with parents to support children's development, such as potty training and speech. She has been proactive in planning to work in partnership with another setting children are about to attend, to ensure a consistent approach to supporting children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what to be aware of to keep children safe from harm. She knows the procedures to follow if a child is at risk. The childminder has ensured that her assistant has first-aid training and understands their responsibilities. The childminder carries out effective risk assessments and provides good supervision to keep children safe. She understands the importance of helping children to become aware of dangers and how to manage them, appropriate to their age and stage of development.

What does the setting need to do to improve?

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

- build on ways to support children even further in doing as much as they can for themselves in order to enhance their independence
- improve awareness of opportunities to extend children's understanding of the natural world, including using information resources.

Setting details

Unique reference number	2514863
Local authority	Somerset
Inspection number	10204337
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Bridgwater, Somerset. The childminder provides care Monday to Friday, throughout the year.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. They carried out a joint observation.
- Children spoke to the inspector during the inspection and the inspector took account of parents' written views.
- The inspector spoke to the childminder at appropriate times about the management of her setting and assessed her safeguarding knowledge.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- The childminder provided the inspector with key documentation on request.

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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