

# Childminder report

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Inspection date: 29 November 2021

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

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

### The provision is good

The childminder provides a welcoming, homely environment. Children are well settled and have a good relationship with the childminder who is caring and responsive to their individual needs. This builds children's confidence and willingness to try new experiences. Children enjoy listening to stories and singing familiar songs with the childminder. She introduces new language and asks skilful questions throughout, to build upon their knowledge.

Children behave well and the childminder communicates clear rules and boundaries. For example, she sensitively supports the children to take turns and share toys. Children show good resilience and persevere with their chosen activities. For example, they concentrate when they complete jigsaw puzzles and keep trying until they place the piece correctly. Children develop their fine motor skills while playing with play dough. The childminder introduces a range of tools and equipment for children to manipulate the play dough and build up their hand muscles in readiness for early writing. During the COVID-19 pandemic, parents have not been able to enter the childminder's setting. She uses a range of methods to keep in contact with parents, providing them with feedback about the children's day. She has also recently introduced a weekly newsletter via email.

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

- The childminder knows children well and understands their individual stages of development. Children have access to a well-resourced environment and they can independently choose from a wide range of resources and toys.
- Children select books of interest for the childminder to read to them. They listen attentively and the childminder asks the children questions about the story. This supports children to develop their conversation skills and understanding.
- The childminder uses every opportunity to extend children's language. For example, during role play, the childminder introduces new words, such as 'thermometer' and 'stethoscope'.
- Overall, the quality of teaching is good. However, spontaneous activities are not as well thought through. Very occasionally, the childminder's choice of activity is sometimes too difficult for the ages of the children involved. They find the rules of the game too complicated and lose interest quickly.
- The childminder provides children with a healthy diet and children enjoy home-cooked meals. Children are offered a range of opportunities to be physically active indoors and outdoors. For example, the childminder's extensive outdoor space provides children with ample opportunities for fresh air and physical exercise.
- Children are offered a wide variety of opportunities to learn about the wider world. Children help to care for the animals the childminder keeps on her small

holding and experience outings within the local community. For example, children enjoy trips to the local park and shop. The childminder joins other local childminders and children at stay-and-play sessions. This builds children's social skills and confidence in new situations.

- Children successfully achieve independent self-care skills and understand new routines. For instance, children know to wash their hands before they eat. The childminder supports the children to sing 'happy birthday' twice to ensure children wash their hands thoroughly. This supports children to understand how to keep themselves healthy.
- Partnership with parents is good. Parents describe the setting as home-from-home and comment on the good levels of communication and support the childminder provides. However, the childminder's arrangements for helping parents support children's learning at home could be strengthened, to enhance children's learning and development even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has completed safeguarding training and is also aware of broader safeguarding issues. She has a good understanding of the signs and symptoms that may indicate possible abuse and the procedures to follow should she have any concerns about the children in her care. The childminder ensures her environment is safe and clean for the children. For example, she carries out daily checks on all areas, toys and resources.

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

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

- strengthen the process for sharing home-learning ideas with parents to support children's progress and development further
- focus more closely on children's current abilities to provide consistently targeted support and suitably challenging activities.

## Setting details

<b>Unique reference number</b>	2522802
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10208149
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Highbridge in Somerset. The childminder operates daily throughout the year, from 8am to 6pm. Children aged two, three and four years receive free early education funding.

## Information about this inspection

### Inspector

Corinna Laing

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared written feedback about the childminder with the inspector.

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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