

Childminder report

Inspection date:

11 January 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are confident and emotionally secure in the childminder's home. They arrive happy and know where to store their belongings. Children play a key role in making decisions, such as what activities they want to do. They learn to share, think of others and make independent choices. Children enjoy the activities the childminder plans for them. For example, they are eager to explore the container of textures, commenting on how they are listening to rain as they drop rice into a tray. The childminder knows what the children are interested in and involves them in planning, such as painting, which motivates their concentration and engagement. For example, children demonstrate curiosity and enjoyment as the childminder encourages them to predict what will happen if they paint different materials, such as bubble wrap and foil. Then they excitedly discover the patterns it leaves behind when they print it on paper. Parents are not currently entering the premises. However, the childminder continues to share important information with them to protect and promote children's welfare.

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

- Children behave well, are polite and understand the childminder's expectations. For example, they sit at a table to eat and put on an apron when painting, to protect their school uniform. The childminder supports children well in contributing positively to society and becoming a respectful citizen.
- The childminder helps children to have a positive attitude to their uniqueness and each other's differences. For example, they look at how they all celebrate Christmas but in different ways and why some people celebrate other festivals. Children are secure and confident in the childminder's home. She uses books and role play to enable children to feel comfortable to discuss their feelings and understand what they can do to change any upsets or worries.
- The childminder organises the wide range of resources well so that children can make choices and lead their play. She provides an inclusive setting, where she ensures all children are actively engaged in all activities and routines. She gives children appropriate options and provides a strong role model for children to develop mutual respect.
- The childminder engages children effectively in talking about their school day, what they are learning and what they enjoy. They develop strong relationships at the setting with each other, which promotes their social confidence and associations at school.
- Children manage their personal needs well. They have good opportunities for physical play and exercise. They make healthy choices for snack, drink plenty of milk and have discussions about dental care.
- The childminder builds effective relationships with parents from before children

start attending. This enables her to know the children well and meet their individual needs successfully. Parents confirm that they share necessary information to enable the childminder to know how children are developing at school and she is beginning to liaise with the school directly.

- The childminder continues to evaluate her practice and professional development. For example, she is seeking further training in forest school practices. She is currently studying for a degree in education and implementing her research to benefit the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently updated her safeguarding training. She has a good understanding of all aspects of child protection. She knows what signs to look for and what to do if she has concerns that a child may be at risk of harm. The childminder provides good support for children to know how to keep themselves safe, including when using technology or social media. She supports children well in managing appropriate risks to challenge themselves, such as climbing trees to their own capability.

Setting details

Unique reference number	2533403
Local authority	Somerset
Inspection number	10215151
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	4 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Taunton, Somerset. She operates Monday to Friday all year round, and is currently providing before- and after-school care. The childminder is working towards a primary education qualification at degree level.

Information about this inspection

Inspector

Elaine Douglas

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector spoke with the childminder at convenient times to discuss leadership and management, and sampled documentation.
- The inspector assessed the effectiveness of safeguarding and care procedures.
- The inspector took account of parents' and children's views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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