

Childminder report

Inspection date: 26 January 2022

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

The provision is good

Children have strong and very beneficial relationships with the childminder and her daughter who works as her assistant. Children are happy and thrive on the attention they receive. They behave well and listen respectfully to the childminder. They learn to appreciate the needs of others and share toys. Children's safety is of high importance to the childminder. She has implemented additional hygiene practices during the COVID-19 pandemic. Parents do not come into the childminder's home when dropping off or collecting their child, to help minimise the risk of infection. The childminder chats briefly with parents at these times and has a noticeboard outside to share useful information with them. She also sends them regular messages and updates on children's development.

The childminder motivates children effectively. She gets down to the children's level and plays and explores alongside them. She encourages children's curiosity and builds their confidence. Children experiment with crumbly 'snow dough'. The childminder discusses characteristics of the dough, uses mathematical language and role models techniques, such as forming and moulding the dough, so it sticks together. Children try different approaches and test out their ideas. They concentrate well on things that interest them. Children make good progress and show positive attitudes to learning, which includes two-year-old children in receipt of funding.

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

- Children take pride in doing things for themselves. The childminder develops their sense of responsibility well. Older children conscientiously tidy toys away and help sweep up dough from the floor. They set the table at mealtimes, cut up their fruit for snack and put their rubbish in the bin. Children develop the skills and attitudes that support their future learning and their move on to school.
- Children enjoy being active. Older babies relish the freedom to toddle about and investigate. They explore different toys and resources. They navigate areas and steps very well, and the childminder's assistant is close by to offer them help and support if needed. Older children develop their skills very well out in the childminder's garden. They have fun with the childminder while playing with a racket and ball. Children adjust their movements and throw the ball effectively and hit it successfully with the racket.
- The childminder monitors children's progress regularly and accurately. She carefully identifies any gaps in children's development and makes plans to close these. Overall, the childminder implements her planned curriculum well and ensures children progress. However, during some activities, the childminder's plans for the younger children are not pitched sufficiently. Additionally, she does not adapt adult-led activities to match the needs of all the children and some

lose interest. This means that, occasionally, young children are not as engaged in activities and their learning does not develop as much as it could.

- Children's communication and confidence develops effectively. The childminder patiently explains things to children to help their understanding and to encourage their cooperation. She asks children carefully worded probing questions and gives children time to think and to respond. She patiently supports those who are quieter and less confident. Children learn new words, gain confidence in speaking and communicate what they want or need. This includes children who speak more than one language.
- The childminder shows dedication to the children and families who use her provision. She builds strong and beneficial links with parents and staff at other settings children attend. They share a comprehensive range of information about children's needs and interests, to support a collaborative approach for children. The childminder also seeks training and advice from outside professionals, to provide effective additional support for children. She ensures children with special educational needs and/or disabilities and those in receipt of additional funding are closely supported to reach their potential.
- The childminder supervises and supports her assistant's practice. She offers her ideas of ways to support the children further. They communicate well about all aspects. They reflect on their practice and make changes to benefit the children. The childminder works closely with other local childminders to share good practice and to gain new ideas to enhance her provision. Parents are very positive about the care and the opportunities that the childminder and her assistant provide for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her home is clean, safe and well maintained so that children can play safely. She undertakes checks of all areas and uses safety barriers to restrict young children's access to higher risk areas, such as the steep steps in her garden. She offers children reminders on boundaries in place for their safety alongside explanations to develop their understanding. The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child. They attend regular training to keep their child protection knowledge updated and to help them keep children safe and well.

What does the setting need to do to improve?

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

- plan adult-led activities and experiences more precisely to consistently support the differing needs of the younger children.

Setting details

Unique reference number	EY288667
Local authority	North Somerset
Inspection number	10125563
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	11 May 2015

Information about this early years setting

The childminder registered in 2004 and lives in Portishead, North Somerset. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder regularly works with an assistant. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages and letters.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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