

Childminder report

Inspection date: 16 February 2022

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| 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

The childminder is dedicated to the children and families who use her provision. She is caring and provides a nurturing environment. Children enjoy the childminder's provision and being with other children. They behave well. They show respect for the childminder and listen to what she has to say. Her prompt interaction helps young children to understand the needs of others and share resources. Children have trusting relationships and strong bonds with the childminder and the rest of her family, particularly her husband, who regularly works as her assistant. Parents comment that the childminder offers love and care that goes into making every day special for the children. First time parents are very thankful for the childminder's support and say that her knowledge and experience are very helpful.

The childminder plans a range of activities to progress children's skills, particularly after periods of isolation because of the COVID-19 pandemic. She takes children out into the local community to offer them interesting and useful experiences. They visit the beach, nearby gardens, local parks and animal reserves, increasing children's confidence in new situations and developing their understanding of the world. The childminder also takes them to play-based groups weekly, to develop their social skills.

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

- The childminder regularly undertakes detailed assessments of children's development, outlining any gaps and next steps in their learning, and making plans to support these. She shares this with parents and gains information on children's experiences at home, to feed into her future planning. The childminder also links with providers of other settings children attend, to complement the learning they receive there. She helps to support a consistent approach for children across all aspects of their lives.
- Children's speech and communication are progressing well. This includes those who speak more than one language. Younger children learn new words and gain confidence in speaking. Older children chat confidently with the childminder and take turns in conversation. Children enjoy books, independently selecting these and handling them carefully. They listen to stories the childminder reads them. Children enjoy music and singing sessions, showing their good knowledge. Older children join in singing the songs and younger children excitedly copy the actions.
- Young children eagerly investigate art resources and concentrate well for their age. They develop their dexterity and strength effectively, using a range of pens, crayons, chalks and paints. The childminder discusses colours with them and role models techniques. Older children also experiment with the resources.

However, the childminder does not consistently encourage them to persevere and 'have a go'. For example, when they are unsure how to create a desired pattern during a painting activity. Additionally, sometimes she doesn't implement her planned support, such as helping older children to recognise letters of their names, and ensure they make the best possible progress.

- The childminder helps children develop healthy lifestyles and supports their understanding of good hygiene. Children wash their hands before meals and older children manage some of their own needs as they independently use the toilet. The childminder ensures children eat a nutritious diet and enjoy healthy drinks, such as water. She supports their understanding of good food choices, discussing healthy ingredients, and shows them fresh vegetables. Children explore the different textures, name items and talk about the different colours and uses. They also talk about their individual preferences and explore what makes them unique.
- The childminder evaluates the activities that she provides and how she can improve these further. She links with other local childminders and undertakes reading and research to gain new ideas and to help develop her provision. However, she does not thoroughly review all areas of her environment and make the most of the available learning opportunities. Outside in her garden, children are keen to experiment and try their skills using the ride-on cars and tractors. However, there is a considerable amount of equipment out. While older children manage to move things and negotiate the areas, younger children struggle to move around and try out their skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that may indicate a child is at risk of harm. She has effective child protection procedures and knows what action to take if she has concerns. Furthermore, she has recently undertaken a range of safeguarding training to keep her knowledge up to date and to support the practice of her assistant. The childminder carries out risk assessments on her home and when on outings to help maintain children's safety. She uses safety gates to limit young children's access to higher risk areas, such as the steep steps in her garden.

What does the setting need to do to improve?

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

- adapt teaching to thoroughly implement plans for children's learning and consistently extend and challenge their skills
- make the most of all areas and available learning opportunities to develop children's abilities further.

Setting details

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| Unique reference number | EY278629 |
| Local authority | North Somerset |
| Inspection number | 10125551 |
| 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 | 0 to 4 |
| Total number of places | 6 |
| Number of children on roll | 7 |
| Date of previous inspection | 17 November 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 5pm, Tuesday 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 children aged three and four years.

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 their 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 messages.
- 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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