

Childminder report

Inspection date: 7 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a warm and welcoming environment for children. Children settle quickly to activities and show good levels of independence. For example, they put on their shoes and collect their coats when it is time to go out. Children develop strong bonds with the caring childminder. They demonstrate that they feel safe and secure as they sit close to the childminder and play happily with her. Children are excited and curious learners. They concentrate well as they focus on their chosen activities. For example, children persevere and develop their hand-to-eye coordination as they carefully use magnetic rods to pick up fish. The childminder consistently praises children. This helps them to build a strong level of self-esteem and confidence in their own abilities.

Children relish looking at books and listening to stories. The childminder reads stories with intonation and expression to sustain children's interest. Babies look at the pictures closely. Toddlers thoroughly enjoy opening the flaps in the book and turning the pages. They repeat the words that the childminder reads. Children behave well and learn to be kind and respectful to others. They share toys easily and show good consideration towards their friends.

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

- The childminder plans a purposeful and interesting curriculum where children build on their existing skills and abilities. She seeks information from parents about their child's interests at home and provides motivating play activities that follow these interests and meet their individual needs. The childminder monitors children's achievements effectively and identifies their next steps for learning accurately. Children are keen to engage in activities and make good progress in all areas of learning.
- The childminder supports children's communication and language skills well. For example, she talks to children during play, models single words to babies and explains new vocabulary to toddlers. The childminder listens to children when they initiate conversation and is genuinely interested in what they have to say. She takes children to a 'rhyme time' at a local library, where children learn the simple repetitive phrases and new words from nursery rhymes.
- Children benefit greatly from visiting nearby amenities. The childminder helps children to successfully extend their social skills, for instance as they make new friends at toddler groups. At the local park, children learn about the natural environment and develop their physical skills as they run and climb.
- Parents speak highly of the childminder. They comment on how friendly and supportive she is and compliment the nurturing environment she provides. Parents do not enter the premises as they did before the COVID-19 pandemic. However, the childminder and parents share information through daily

discussions at the door and using technology. The childminder gives ideas to parents on how they can further support their child at home.

- Children learn about the importance of handwashing and being healthy through, for example, conversations, activities and routines. They regularly wash their hands and are taught about why they need to clean their teeth. Children thoroughly enjoy pretending to put toothpaste on and brushing toy teeth. This supports their oral health effectively.
- The childminder has continued her professional development. For instance, she liaises with other childminders and completes mandatory training courses. However, the childminder has recently evaluated her training and recognises the need to seek out further training, to precisely focus on specific aspects of child development and to extend her skills even more.
- The childminder supports children's mathematical understanding skilfully. She makes good use of opportunities that arise to help children to develop their knowledge of number. For example, she names numerals and models mathematical language, such as 'one more'. Children practise counting as they put toys away in a box.
- The childminder provides a broad range of easily accessible resources and play materials. However, the play area is sometimes cluttered with scattered toys. At times, this restricts children's ability to explore freely.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children. She has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow if she identifies any concerns about a child's welfare. She attends relevant training to keep up to date with wider safeguarding issues, such as child radicalisation and exploitation. Children practise emergency evacuation procedures regularly with the childminder. This helps them to know how to respond in a real emergency situation and helps keep them safe.

What does the setting need to do to improve?

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

- identify precise professional development needs, to help strengthen knowledge even further and to raise the quality of the provision to an even higher level
- ensure that play spaces do not become cluttered, to help children to choose and explore more freely.

Setting details

Unique reference number	EY467852
Local authority	Somerset
Inspection number	10075548
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Yeovil, Somerset. She operates all year round from 7.30am to 6.30pm, Monday to Friday. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Petra Morgan

Inspection activities

- This was the first routine inspection the childminder received 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 setting.
- The childminder spoke to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of the written views of parents.
- The inspector looked at relevant documentation, including the childminder's paediatric first-aid certificate and public liability insurance.

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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