

Childminder report

Inspection date: 10 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

Children are happy in the childminder's home. They have good relationships with her and enjoy her company. The childminder picks up on changes to children's behaviour, for example if they feel unsure when there are visitors to her home. She offers children reassurance and lots of attention, building their confidence effectively. Children behave well. They listen respectfully to the childminder and follow her reminders about the boundaries in place for their safety.

The childminder closely supports gaps in children's learning, particularly as children have had reduced opportunities to develop some of their skills during the COVID-19 pandemic. She helps children to develop their confidence in new situations on trips out in the local community. Children also meet with other children of a similar age and start to build friendships, developing their social skills effectively. Young children gain confidence in doing things for themselves. The childminder offers ideas and encouragement to help them achieve each step. Children try hard and persevere when they encounter difficulties. They proudly look in the mirror, having achieved their aim of dressing as a princess. Children happily follow hygiene practices and show good understanding of the need to wash their hands. The childminder offers reminders and makes these routines enjoyable. Children happily sing an alphabet song so that they wash their hands for a suitable amount of time.

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

- The childminder is knowledgeable about what children know and can do. She uses her observations and assessments of children to plan how she will help them develop their skills. She clearly outlines next steps in their learning and incorporates these into her curriculum. Children make good progress. They have positive attitudes to learning and develop useful skills to prepare them for the next stage of their education.
- The childminder thinks about what she provides for children and makes changes and improvements to her playroom, focusing closely on the changing needs of children. She uses her membership of professional organisations to keep up to date with amendments to legislation and to undertake online training. She links with other professionals to share good practice ideas and works to develop her provision further.
- The childminder places high importance on progressing children's communication and language. She regularly undertakes training focused on this area of children's development, to ensure she can support children effectively. She gives children lots of attention. She gets down to their level and speaks clearly to them, modelling and explaining new words to help children's understanding. Young children show strong language skills for their age. They take turns in conversation with the childminder. They listen attentively and learn

and use new words eagerly. Children gain confidence in speaking and begin to communicate what they want or need.

- The childminder sets out her well-organised playroom with stimulating resources, carefully linked to children's interests and stage of development. Children are inspired and motivated to explore. The childminder considers children's experiences at home and at other settings, to ensure they have access to a suitable amount of activities across all areas of learning. For example, she increases children's opportunities to explore creatively and to use technology.
- The childminder has good relationships with parents. She shares information with them about children's care and development during daily discussions and regular messages. Overall, the childminder works in partnership with parents and helps to support children's learning at home. She also helps parents' understanding of healthy lifestyles and the importance of a healthy diet for children. However, she is not always successful in helping parents to implement this consistently in the items they provide for their children at her setting.
- Children develop their dexterity and coordination well. The childminder supports these through interesting activities that are linked closely to children's interests. Children have great fun making dens. They adjust their movements and show good control and balance as they navigate spaces and large boxes. Children enjoy moulding sand and dough and experiment with different tools. The childminder discusses different techniques and offers ideas, helping to extend children's exploration and skills further. She skilfully offers new words and concepts and introduces mathematical language. This motivates young children to discuss shapes, colours and capacity effectively.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities for the children in her care. She ensures that her home is clean and well maintained. She carries out thorough risk assessments of her home and when on outings, to help maintain children's safety and security. She watches and supports children as they play, while still ensuring they have the freedom to explore independently and develop their confidence and skills. Children adapt their actions as they challenge their physical skills and begin to recognise and manage the risks they encounter. The childminder knows the procedures to follow if she has any concerns about a child's welfare and refreshes her safeguarding knowledge regularly through training.

What does the setting need to do to improve?

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

- enhance partnerships with parents, to help provide consistent support for children's healthy lifestyles.

Setting details

Unique reference number	142588
Local authority	Somerset
Inspection number	10065845
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 July 2016

Information about this early years setting

The childminder registered in 1992 and lives in Yeovil, Somerset. She operates on Tuesday and Thursday, from 9am to 4pm, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She 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 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 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 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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