

Childminder report

Inspection date: 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder is highly successful in developing and maintaining superb relationships with the children and particularly adept at supporting their confidence and self-esteem. This has a significantly positive impact on the children. They are very happy and content. They have a great deal of confidence in themselves and their abilities and thrive in her care. Children behave very well. The childminder calmly and patiently perseveres to help children understand expectations. They learn to manage their emotions, to share and take turns with toys. Older children play cooperatively and, at times, show thoughtful and considerate behaviour towards each other. The childminder plans an interesting curriculum that gives children rich experiences and motivates and inspires them effectively. Children make good progress, and their personal, social, and emotional development is exceptionally high. Children develop a very good sense of responsibility and excellent independence and personal care skills for their age. The childminder's enthusiasm and optimistic outlook help children to develop very positive attitudes to learning. With the childminder's encouragement, children persevere and do things for themselves. They conscientiously tidy toys away, take off and hang up their coats and put their shoes tidy. Children persevere to chop and peel fruit, to prepare their snack. They learn very useful skills to support their future success and their move on to school.

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

- The childminder evaluates her practice to identify areas where she can improve. She works with other local childminders to gain new ideas. Since the last inspection, she has changed the entrance to her childminding provision in response to the COVID-19 pandemic. She has found that the new private and enclosed area at the side of her home, with a separate patio, works very well, and has made this a permanent arrangement. This offers a very useful area for the childminder to talk to parents when they come to drop off or pick up their children.
- The childminder sets out her home in a very child-centred way. She provides a varied and highly organised range of toys and resources. These are thoughtfully presented across the main rooms at the back of her home and out in her garden. She makes excellent use of all areas, which maximises opportunities for children to make choices. Older babies particularly relish exploring the different areas. They carefully negotiate steps and show considerable confidence and skill for their age.
- The childminder is experienced and understands how children learn. She creates a well-thought-out plan of what she wants them to achieve. The childminder quickly notices any areas where children's development changes or is not as expected and works with parents to get children the help and support they

need. However, during some adult-led activities, the childminder does not fully implement her plans or make the most of available learning opportunities. This means that, occasionally, some older children are not challenged fully, and their learning does not develop as much as it could.

- The childminder supports children's communication and their thoughts and ideas closely. Older children confidently take turns in conversation with the childminder and communicate their needs and ideas well. They count and use number names and other mathematical language appropriately. The childminder develops younger children's emerging speech. She copies and extends the sounds they make and models appropriate words.
- Partnerships with parents are very good and the childminder links closely with other settings children attend. She shares children's achievements and plans for their learning, to provide a consistent approach. The childminder works closely with parents to help to support children's learning at home. Parents say the childminder is very knowledgeable and draws on her professional and personal experiences to support the children in her care.
- The childminder encourages children's understanding of the world in exciting ways. Children are fascinated to watch baby caterpillars. The childminder links this to other activities, to extend children's understanding further. She reads a story about a caterpillar and uses props which engage and inspire children, particularly the younger ones, very well. Older children share their knowledge as they name things in the story, such as a cocoon. Children then relish choosing coloured scarves and act out flying like butterflies in the childminder's garden.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to safeguard children very seriously. She has an in-depth understanding of child protection, as well as issues that may affect children's well-being. She knows the correct procedures to follow to keep children safe. She keeps abreast of any changes and refreshes her knowledge through a range of relevant safeguarding training. The childminder carries out thorough risk assessments of her home. She is mindful of children's safety. She offers prompt and sensitive reminders to help them to appreciate their own and others' safety. She supports babies very closely while also ensuring that they have the freedom to explore independently and develop their confidence and skills.

What does the setting need to do to improve?

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

- give more consideration to the support offered for older children during activities, to consistently develop their skills to the highest level.

Setting details

Unique reference number	118363
Local authority	North Somerset
Inspection number	10072324
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	5 July 2016

Information about this early years setting

The childminder registered in 1999 and lives in Nailsea, Somerset. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

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 setting.
- 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 and emails.
- Relevant documentation was reviewed by the inspector, including evidence of 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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