

# Childminder report

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Inspection date: 7 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a nurturing environment where children feel happy and safe. Babies who are new to the setting eat and sleep well. They enjoy cuddles and giggle when the childminder tickles them. The childminder provides children with plenty of attention and responds well to their ideas and needs. Older children are confident communicators and are keen to engage the childminder in conversations.

Children have positive attitudes towards the activities on offer and develop the knowledge and skills to enable them to be successful learners. Children show high levels of concentration and focus as they enjoy being creative, exploring a wide range of craft materials. The childminder patiently teaches children skills, such as how to hold and use scissors. Children listen very well to her instructions. They persevere and practise cutting. They are proud when they achieve control of the scissors, and say 'I did it - a big cut!'

The childminder is reflective and makes improvements to her provision. In response to the COVID-19 pandemic, she has made a number of changes to her garden. The childminder offers a greater variety of resources and has had artificial grass laid to support children's outdoor play, all year round. Children can choose to play outside and the childminder ensures the indoor environment is well ventilated to minimise the risk of infection spreading.

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

- Children develop strong communication and language skills. The childminder reads books in a clear and engaging manner. Children enjoy snuggling up to her and join in with familiar stories. The childminder helps to build their vocabulary well. For instance, while babies explore textured books, the childminder introduces descriptive words, including 'smooth', 'shiny' and 'bumpy'. Babies learn to take part in conversations. They babble in response to the childminder's questions.
- Overall, the childminder provides a well-sequenced range of experiences to support children's learning. During the settling-in period, she finds out about children's abilities and identifies what children need to learn next. Children make good progress in their learning. However, the childminder has not evaluated her provision well enough to identify that babies do not consistently have opportunities to further develop their early movement skills.
- The childminder supports children to develop good mathematical skills. She skilfully incorporates opportunities throughout the day for them to build their knowledge and practise their skills. For instance, the childminder introduces mathematical language to help children to compare the size of animals in a book. Children are keen to demonstrate their skills. They accurately count the

number of animals on a page and carefully point to each one to ensure that they do not miss any.

- Children behave well. They understand the childminder's high expectations and they respond quickly to her gentle reminders to use good manners. Children are kind and helpful. For instance, they tidy away toys and resources to help keep the environment safe.
- The childminder promotes healthy lifestyles well. Children benefit from daily outdoor physical play and nutritious food. They develop high levels of independence in their personal care.
- The childminder undertakes training to benefit the children in her care. For instance, she recently attended a session on supporting children's emotional well-being. The childminder plans to use the resources and ideas to teach children to communicate their feelings as well as possible.
- The childminder has formed good partnerships with parents. Parents report that their children's love of learning and confidence has grown, and their speech has developed quickly. Since the COVID-19 pandemic began and access to the setting was limited, the childminder has increased the use of secure messages to ensure that parents are kept informed about their children's learning. The childminder has formed partnerships with other early years settings that children attend. However, she has not yet developed systems for sharing information with them as well as possible.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has extensive knowledge of safeguarding issues. She attends regular training for safeguarding lead practitioners to keep her knowledge up to date. The childminder has a very good understanding of her role in keeping children safe. She recognises the signs that could indicate that a child is at risk of harm. The childminder understands the importance of working with other professionals to safeguard children's well-being and she knows the reporting procedures to follow if she has any concerns. The childminder carries out daily checks to help her to provide a safe environment for the children her care.

## What does the setting need to do to improve?

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

- review the organisation of the environment to make the most of available space to encourage babies to explore and develop their early movement skills
- develop further the sharing of information with other early years settings that children attend, to promote complementary learning experiences and the best outcomes for all children.

## Setting details

<b>Unique reference number</b>	EY345000
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10231757
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

The childminder registered in 2006. She lives in the city of Wells, in Somerset. The childminder works Monday to Friday, from 8am until 5.30pm, for most weeks of the year. She is in receipt of funding for children aged three years.

## Information about this inspection

### Inspector

Sarah Peacock

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the the quality of education and assessed the impact this has on children's learning.
- Parents shared their written views of the setting with the inspector.
- The inspector looked at relevant documentation.
- Children communicated with the inspector throughout the inspection.

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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