

Childminder report

Inspection date: 13 July 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 emotionally secure and quickly settle in the childminder's nurturing environment. The childminder knows the children well and they receive a warm response if they need her reassurance. She engages well in children's chosen play. For example, the childminder helps them to place cogs together to make them move, which supports them to understand cause and effect. Children have a positive attitude to learning and want to persevere to complete a task. They use trial and error to discover the best way to do something and have good problem-solving skills.

Children are independent and motivated to try things for themselves. They choose and serve their snack and know their preferences. They practise putting on their own bibs and cleaning their hands and trays when they have finished. The childminder is attentive to children's care needs. She gently talks to the children and asks permission before changing their nappies. As a result, children feel safe in her care.

The childminder provides effective support to help children understand the importance of caring for their health, such as which foods are good for them, looking after their teeth and having daily physical activities. The childminder follows good, consistent procedures to protect children from the risk of COVID-19.

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

- Overall, the childminder plans the children's curriculum well. She seeks good information about what children can already do when they first start and, through continuous observation, she knows what they need to learn next. For example, the childminder considers the skills that children need to learn to develop their small-muscle skills in preparation for drinking from a cup without a lid. However, on occasion, she does not consider how she can demonstrate new skills effectively to help children to practise them in their activities.
- The childminder plans her environment to enable children to become inquisitive and want to explore. For example, she places resources in different areas, which encourages babies to crawl excitedly to see what they might find. She places some toys on low-level shelves to support their physical development further, so they pull themselves up and cruise around the furniture confidently.
- Children initiate their own play. They delight in pressing buttons on toys with lights and sounds. These opportunities help children to develop their understanding of how basic technology works and can be used in their play.
- Children are inquisitive and well behaved. Through support, they are motivated to learn and confident to go and investigate the resources. The childminder provides a positive learning environment, where children develop respect for

others' differences. She is a good role model, so children learn to share and take pride in their own and each other's achievements. The childminder encourages children to build positive relationships and consider others' needs.

- During lunch, children had fun experimenting with food on their trays. They enjoyed making marks in the pureed food. However, at present, children do not always have access to sensory activities, such as water and sand, in the setting. This does not promote children's creativity and imagination as well as it could.
- Children benefit from the childminder's strong partnership with parents. Parents comment that they are lucky to have found the childminder. The childminder gathers information from parents when children start. This helps her to understand their background, interests and current stage of development. The childminder shares information with parents about the children's day, which keeps them involved in their care and development.
- The childminder has a positive attitude towards making improvements to her practice. She keeps her core training up to date, such as first aid and safeguarding. The childminder establishes effective partnerships. She maintains good links with other practitioners to help share ideas and keep up to date with current developments.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong understanding of child protection issues and of her safeguarding responsibilities. She knows who to contact should she have a concern about children's welfare. The childminder is familiar with local safeguarding procedures for dealing with allegations against herself or a member of her household. She understands the signs and symptoms that may indicate children are at risk of harm, including from extreme views. The childminder has secure procedures in place for managing accidents, including administering first aid and reporting accidents to parents.

What does the setting need to do to improve?

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

- demonstrate and model more effectively the sequence of skills that children need to learn, to enable success in different aspects of the curriculum
- increase opportunities for children to express their creativity and imagination in expressive arts and design.

Setting details

Unique reference number	EY486875
Local authority	North Somerset
Inspection number	10218619
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	5
Number of children on roll	3
Date of previous inspection	23 August 2016

Information about this early years setting

The childminder registered in 2015. She lives in the Portishead area of Bristol. The childminder is open Tuesday to Thursday, from 8am to 5pm, all year round, with the exception of family holidays.

Information about this inspection

Inspector

Rachel Cornish

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 that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together. The childminder discussed her intentions for children's learning.
- Children showed the inspector their interests and what they were doing.
- The inspector observed the interactions between the childminder and children.
- Parents told the inspector, through written feedback, how well the childminder supports their children's learning and keeps them informed.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including evidence of suitability for the childminder and household members.

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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