

Childminder report

Inspection date: 21 July 2022

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| 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, settled and confident in the childminder's care. They feel safe and share warm, caring relationships. Children delight as the childminder plays 'peek-a-boo' with them. Children benefit highly from the stimulating interactions with the childminder. The childminder uses her effective teaching skills to provide a language-rich environment, promoting communication and language. She carefully teaches new words and models the correct use of English. She supports younger children to learn basic vocabulary, as well as developing their social skills and independence. She teaches older children how to count and recognise shapes. The childminder has high expectations and the children behave very well. She is encouraging and praises the children for their efforts.

Children benefit from a curriculum that is tailored to suit their individual interests and next steps in learning. Children are engaged and demonstrate high levels of enjoyment. The childminder knows the children well, plans for their individual needs and monitors their progress in partnership with parents. Children make good progress in their development.

The childminder has supported children and parents well during the COVID-19 pandemic. For instance, parents do not enter the home, she ensures children clean their hands more frequently and she provides personalised towels for the children. This helps to reduce the risk of infection and keep children safe.

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

- The childminder has strong working relationships with parents. They speak positively of her and say that she is 'calm' and 'nurturing'. Parents comment on the smooth transition their child has received when starting at the setting. Parents feel that their children are supported well in their speech development. Parents say that their children are happy and well cared for.
- Books are given a high value in the setting. Children enjoy looking at books and sharing stories. For example, the childminder uses books to develop conversations about children's individual experiences, in order to develop their language skills. Furthermore, books are provided within the setting for children to access at all times.
- The childminder effectively uses her questioning skills to assess children's understanding. She uses this knowledge to plan a curriculum which addresses children's next steps in learning and to keep parents up to date with their child's progress. The childminder keeps parents regularly updated and shares photos of their children learning. She plans trips and outings to support children in their understanding of the world and their physical development skills. For example, they visit different animal and play parks.

- The childminder helps older children to develop a good understanding of mathematical concepts and language, using language such as 'sides' when talking about shapes and their features. She provides books which teach mathematical concepts and supports children in their basic understanding of time through play and discussion with books.
- The childminder helps children to adopt a healthy lifestyle. She implements a healthy eating policy and offers children healthy snack options. Children have opportunities to be physically active at the setting and during their outings. The childminder has identified that she would like to resource her setting in order to teach the children about the importance of good oral health.
- The childminder plans effectively overall for the children's next steps in learning. The childminder provides toys and activities in line with their next steps and interests. However, she sometimes misses opportunities to support younger children in engaging to their full potential, by not fully tailoring her teaching to meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date, such as through regular training and reading. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children effectively by carrying out frequent risk assessments.

What does the setting need to do to improve?

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

- support children in developing their understanding of good oral health
- support younger children in developing their engagement and concentration skills by tailoring teaching to meet their needs more effectively.

Setting details

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| Unique reference number | 142140 |
| Local authority | Somerset |
| Inspection number | 10220299 |
| 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 | 4 |
| Number of children on roll | 7 |
| Date of previous inspection | 20 September 2016 |

Information about this early years setting

The childminder registered in 2000. She lives in Holway, Taunton, Somerset. The childminder operates four days a week, all year round. She also provides after school care. The childminder has an early years qualification at level 3. The childminder provides early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Leanne Galloway

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 provider and has taken that into account in their evaluation of the provider.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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