

Childminder report

Inspection date: 4 October 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

The childminder makes plans for what she wants children to learn, focusing on closing gaps in children's development. Children build their sense of responsibility and independence skills well with the childminder's thoughtful support. They conscientiously tidy toys away and learn to use the potty. Young children gain confidence in their abilities. They show a can-do attitude and are proud of their achievements. Their skills progress well. They take on challenges and persevere with the childminder's encouragement. For example, they work to fit items into the doll's house, trying again when things do not work the first time.

The childminder makes children feel welcome and they arrive happy and eager to enter her home. She has a calm and patient nature and a caring and friendly manner. Children form close and beneficial relationships with her and enjoy her company. The childminder lets children explore in their own way and test out their ideas. She sensitively interacts with them and adds in associated resources. For example, young children explore a pop up 'doll in the box'. They share well and learn to hold the box for their friend, and giggle when the doll pops up. The childminder extends children's exploration with another toy with a similar pop-up mechanism, and they explore this concept further.

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

- The childminder uses her observations of children as they play to assess their development. She understands what children need to learn next and focuses on how she will help them achieve this. However, some areas of learning are not as well planned for as other areas. The childminder does not consistently focus on developing children's creativity, particularly for the younger children who would benefit from exploring messy materials and experimenting with their senses.
- Children develop healthy lifestyles and enjoy being active. They show determination as they use the equipment in the childminder's garden. She takes children to local parks and local attractions where they can explore nature and develop their physical skills and strength.
- The childminder supervises children closely. She patiently supports children's behaviour and social skills. Her prompt and patient interaction quickly disperses any minor disagreements and helps children to share and take turns with toys. Consequently, they start to enjoy being with the other children.
- The childminder promotes children's language development. Children learn new words, gain confidence in speaking, and communicate what they want or need. The childminder gets down to children's level and sensitively joins their play. She models words and patiently offers explanations, such as to discuss the use of household items that they find in the doll's house. She introduces new ideas and concepts and extends young children's play and exploration effectively.

- Children listen and are interested in what the childminder has to say, and they concentrate well on things that interest them. However, the childminder is not always successful in maintaining children's attention and involvement, particularly during adult-led activities. Some children listen well but others are distracted and not involved throughout.
- Partnerships with parents are good. The childminder is working to adapt the ways she communicates and shares information with parents. She is customising this for different families and their individual circumstances to ensure that parents are kept up to date about all aspects of the provision and their children's time there. Parents are positive about the childminder and her service, commenting that she is very supportive. They say that the extended settling-in sessions were very reassuring, which was especially important as children had a quieter start to their life due to the COVID-19 pandemic.
- The childminder supports children's understanding of differences between themselves and others, and helps children to learn about the world around them. However, the childminder has not fully planned opportunities to teach children about cultures and develop their knowledge of the diverse world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the signs that a child's safety or well-being may not be as they should. She has a secure knowledge of the procedures to follow in the event of any concerns, and is familiar with the processes for dealing with allegations against herself, should that occur. She attends regular training to keep her child protection knowledge updated and to help her keep children safe and well. The childminder checks her home thoroughly to identify and remove any hazards. She uses safety equipment, such as safety gates, to make certain that children are safe from higher-risk areas.

What does the setting need to do to improve?

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

- expand children's creative exploration, particularly for young children to explore, investigate and experiment using their senses
- implement and adapt adult-led activities more carefully to inspire and engage all children and develop their listening and attention skills as much as possible
- plan more experiences to help children learn about other cultures that are different from their own and develop their knowledge of the world around them further.

Setting details

Unique reference number	EY436167
Local authority	North Somerset
Inspection number	10235601
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 6
Total number of places	5
Number of children on roll	5
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 2015 and lives in Portishead, Somerset. She operates from 8am to 5pm, Monday to Thursday, during school term times only. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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.
- Parents shared their views of the childminder's provision with the inspector.
- 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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