

Childminder report

Inspection date: 6 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 enjoy a warm relationship with the childminder and develop close friendships with one another. They play together happily and really enjoy each other's company. They show great concern for others and are quick to help one another. For example, they help each other on the climbing frame and reassure those that are anxious about having visitors. Children show how secure they feel as they move around confidently and seek support from the childminder. They relish taking part in a varied range of activities that supports their learning, and they focus intently on what they are doing. They carefully sort bears into different colours and match different coloured lids to the right pens.

The childminder has high expectations for all children and works hard to ensure that every child is fully involved in activities. She adapts activities to ensure that they support each child's individual learning needs. The childminder provides varied resources that interest children. For example, they enjoy looking at natural items they have collected on outings and remember which are acorns. Children, including those who need extra help, make good progress from their starting points.

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

- Children are exceptionally eager to learn and focus very well on activities. They show great excitement when the childminder announces a sticking activity and rush over to the table to get started. They enjoy pretending to make the childminder a pizza and younger children get involved by fetching items requested by the childminder.
- The childminder knows children well. She effectively assesses their level of development and identifies what they need to do next to make continued good progress. She uses what she knows about each child to tailor activities to best meet their needs and capture their interests. The childminder uses effective teaching techniques to support children's learning. She gives clear explanations about activities, such as making a collage picture of sheep. She gives practical help when children are not sure how many legs to stick on the picture by getting on her hands and knees and pretending to be a sheep herself.
- Most children communicate well and those whose speech is delayed are supported effectively. The childminder talks to children as they play and repeats back what they say to her, correcting any mispronunciations. She focuses on teaching young children new words every week. She introduces new vocabulary for all children through activities such as discussing a 'caterpillar' they find in the garden.
- Children are exceptionally well behaved. They are excellent at sharing and taking turns. When the childminder suggests that they swap toys, the children happily do so. They play a matching game, patiently waiting for their turn. Children have

good manners. When they have finished their lunch, they ask politely if they can leave the table.

- The childminder works closely with parents to meet children's needs. She discusses any concerns about children's development and keeps parents well informed about how she is supporting them. She uses a varied range of ways to communicate with parents, including sending photographs, using daily diaries and having frequent face-to-face discussions.
- Children have good opportunities to learn about the local area and the natural world. The childminder takes them to the local moor and woodlands, and they describe how they go to see swans on the river. They go to messy-play sessions at a local church, where they socialise with a larger group of children.
- On occasion, the childminder does not fully extend children's learning, particularly with regards to children developing independent physical and creative skills. She has scissors that children find too difficult to use and has not fully investigated alternatives. During a sticking activity, the childminder sometimes steps in to tell children where they must stick the different parts of the sheep, or she does it herself.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date and recognises her responsibility to protect children. She knows the possible signs that a child may be at risk and understands what to do if she does have concerns. She provides a safe and secure environment where children can play in safety. She does not allow older children to use mobile phones in her home and talks to parents about online safety and how to protect children when using the internet.

What does the setting need to do to improve?

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

- develop teaching practice further to fully extend children's learning, with particular regard to supporting their developing independent physical and creative skills.

Setting details

Unique reference number	142324
Local authority	Somerset
Inspection number	10234219
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	2 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 February 2017

Information about this early years setting

The childminder registered in 1997 and lives in Walton near Street, Somerset. She works from Monday to Friday, all year round, with the exception of bank holidays, Christmas and family holidays. She is in receipt of funding for nursery education sessions for children aged two, three and four.

Information about this inspection

Inspector

Catherine Sample

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 spoke to the inspector about their intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.

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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