

Childminder report

Inspection date: 10 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

Children are happy. They settle quickly and with ease with the childminder and his co-childminder in the warm and welcoming environment. Children chat happily with the childminder, demonstrating a close relationship as he engages them in activities which ignite their curiosity and interest. Children behave well. They enjoy close friendships with one another and learn how to share and take turns successfully. Older children look out for younger ones and invite them to play.

Children benefit from a broad curriculum which is based on their interests and next steps in learning. They make independent choices from a wide range of activities and resources inside and outside. Whether they are developing fine motor skills as they practise using scissors or using their imagination outside, they play well together. Children are confident and enjoy their time with the childminder and other children. The childminder has high expectations for every child and supports them well to make good progress in all areas of learning.

The childminder and his co-childminder have maintained good communication with parents throughout the COVID-19 pandemic. Although parents do not currently come into the setting, the childminder provides regular feedback about their children's progress, so they feel involved in their children's learning.

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

- The childminder continually talks with the children and gets involved in their play. He extends their vocabulary and understanding well. He introduces words such as 'gecko' as children look through pictures and identify different animals. The childminder praises the children for their efforts and achievements, which builds their confidence and self-esteem.
- Children develop a love of books and stories and thoroughly enjoy singing and action rhymes. They hop like bunnies or growl like bears as they excitedly join in with familiar songs. Children develop their mathematical knowledge as they count the current buns in the song. The childminder helps children to make simple calculations. For example, they understand that three take away one equals two.
- The childminder and his co-childminder risk assess the environment and activities well. They ensure that younger children cannot access small pieces of equipment which might be a choking hazard. Although toddlers stand on chairs to access activities at the table, the childminder and his co-childminder supervise them appropriately. However, they do not consistently encourage children to think about how to keep themselves safe. For example, occasionally, the childminder does not ensure that children remain sitting down when his co-childminder needs to attend to other children.

- Partnerships with parents are good. The childminder works closely with parents to find out about children's individual needs, likes and dislikes. This helps him to provide a range of activities which interest children and ignite their curiosity. The childminder ensures that there is a good two-way flow of communication between himself and the parents to help children feel secure.
- The childminder and his co-childminder evaluate their provision together and identify areas for development. The childminder has successfully addressed the recommendations from his last inspection and has developed further skills and knowledge. The childminder and his co-childminder have learned baby sign language and use this regularly with the children. During the inspection, children were observed using signs to communicate with the childminder and one another. This helps to build children's communication skills well.
- The childminder is a good role model to the children. He is kind and caring in his approach and sets a good example. As a result, children follow his lead, and their behaviour is good. Children can be heard reminding one another to share as they thoroughly enjoy engaging in a pretend tea party.
- Children follow thorough hygiene routines and learn the importance of good handwashing and physical exercise. They follow instructions well and persevere to dress themselves after playing outside. Children have good opportunities to learn about healthy eating through discussions and develop their social skills at mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about his role and responsibilities to keep children safe. He has a very good knowledge of child protection issues. He can identify the signs or symptoms which may mean that a child is at risk of harm. He knows the reporting procedure to follow. The childminder completes training to keep his knowledge up to date, for all aspects of safeguarding. The childminder and his co-childminder provide a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- encourage children consistently to think about ways to keep themselves safe.

Setting details

Unique reference number	EY460398
Local authority	North Somerset
Inspection number	10236125
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	0 to 4
Total number of places	6
Number of children on roll	13
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Wrington, North Somerset. The setting is open on Monday and Tuesday for most of the year. The childminder works with a co-childminder.

Information about this inspection

Inspector

Michelle Heimsoth

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 discussed the childminder's curriculum and his intentions for children's learning.
- Children spoke to 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 inspector talked the childminder and his co-childminder at appropriate times during the inspection and took account of their views.
- The inspector reviewed parents' feedback and took their views into account.

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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