

# Childminder report

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Inspection date: 10 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 very happy with the childminder and her co-childminder. They benefit from a wide curriculum and enjoy exciting activities which are based on their interests and next steps in learning. Children have very positive relationships with the adults who care for them and with one another. They behave well. They focus for extended periods on what they are learning because the childminder captures their interest and curiosity successfully. For example, children bounce and catch a ball, developing good hand-to-eye coordination. They squeal with delight as they are successful.

Children make good progress in their learning and development because the childminder knows what she wants children to learn when they are with her. Children have many opportunities to play outdoors, developing good physical skills and benefiting from fresh air and exercise.

Although parents currently do not come into the setting, the childminder ensures that they receive information about their children's progress. The childminder and her co-childminder have maintained good communication throughout the COVID-19 pandemic. They kept in touch with families that did not attend, sharing their resources and ideas with parents for them to complete with their children at home.

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

- Children are well supported to become confident communicators. Children explore lemons and limes as the childminder cuts the fruits. They use their sense of smell and taste as the childminder introduces words such as 'sour' to describe what the lemon tastes like. She successfully extends children's learning further as they talk about shapes, such as a semi-circle, and she introduces fractions as she cuts the fruit into halves and quarters.
- The childminder makes the most of spontaneous opportunities as they arise. For example, when a herd of cows appeared on her front lawn during the inspection, the childminder and her co-childminder encouraged the children to observe them, increasing their knowledge and understanding. Children excitedly talked about the cows chewing the grass, and they knew that their babies are called calves. They also knew that the piece of yellow plastic in a cow's ear identifies them.
- Children thoroughly enjoy listening to stories and singing songs. They begin to identify letters in their names and those of their friends. Children very successfully link sounds to letters and identify other words that begin with the same letter as that in their name. The childminder monitors children's progress effectively. She gets to know the children well and provides a range of activities which successfully build on what they already know and can do. However, she

does not consistently use what she knows about the youngest children to plan even more precisely for their learning.

- The childminder recognises the importance of good partnership working. Partnerships with parents are strong. Parents value the good two-way flow of information and how the childminder and her co-childminder support children to develop skills and prepare them successfully for school.
- Children learn about the importance of living a healthy lifestyle. They follow thorough hygiene routines, and the childminder engages them in conversation about healthy eating. The childminder and her co-childminder work together with parents to provide children with a nutritious and balanced diet.
- The childminder and her co-childminder evaluate their practice together and consider areas for development. They constantly change and improve things to support children's learning and help them to develop new skills. For example, there is a strong focus on developing children's independence. Children dress themselves for outside play and independently choose from a wide range of resources and activities. This helps the children to have a can-do attitude to learning.
- The childminder continues to develop her skills and knowledge. The childminder and her co-childminder use sign language with the children to support their communication skills effectively.
- Children's behaviour is good. Children are kind and respectful to one another. They remind each other that they need to share and take turns. As a result, play is harmonious.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She has a good understanding of child protection issues and can recognise the signs or symptoms which may mean a child is at risk of harm. The childminder is clear about the procedure to follow if she has a concern about a child in her care. She risk assesses the environment to ensure that hazards are minimised. This helps the childminder and her co-childminder to provide a safe and suitable 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:**

- use your good knowledge of the youngest children more consistently to involve them in activities and build on their learning further.

## Setting details

<b>Unique reference number</b>	EY460400
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10236126
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	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 her 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 to the childminder and her 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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