

# Childminder report

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Inspection date: 10 October 2022

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<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 happy and settled with the warm, caring childminder. They confidently ask her for help with a tricky task and come to her for cuddles when they are tired. The childminder knows the children well. She identifies what children know and can do and plans a broad range of activities to extend their learning and development.

Children behave very well. The childminder has clear expectations for them and communicates these gently but firmly. For example, when asked to tidy away, the childminder ensures that all children put toys away and is persistent in supporting children to follow this expectation. Children confidently talk to each other and to adults as they engage in imaginary play. They show curiosity, exploring a range of musical instruments and talking about the different sounds that they make.

The childminder remained open throughout the COVID-19 pandemic. She maintained regular contact with the families of children who were not attending, including sending out activity ideas for children to do at home and videos of the childminder reading favourite stories. This maintained contact between the childminder, children and their parents.

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

- Children enjoy sharing stories and looking at books with the childminder, who involves them enthusiastically in the story. They confidently choose books, bringing them to the childminder to share together.
- The childminder uses signing to further support children's communication. For example, as she sings songs from the 'song bag', the childminder uses signs while singing. The childminder invites children to choose a song, teaching children to take turns with each other.
- Children benefit from a wide variety of trips out. The childminder follows up trips with activities linked to what the children have seen. For example, children talk about the crocodiles they have seen at a local wildlife park. The childminder further develops children's learning through talking about the numbers on a crocodile puzzle and encouraging children to 'snap' like a crocodile.
- The childminder encourages children to be involved in their care routines. She supports all children to wash their hands before eating, and sensitively invites children to come and have their nappy changed, talking to them about what she is doing.
- Children are learning to be independent and to make choices. For example, children choose activities and confidently ask if they would like a new activity. The childminder encourages children to learn to put on their shoes themselves.
- The childminder has warm and enthusiastic conversations with children. She talks to children about colours, numbers and other characteristics of objects to

extend children's learning. She encourages children to name things they are interested in, such as colours and animals. However, at times, the childminder uses a lot of closed questions with children that discourages them from thinking creatively beyond what they already know.

- The childminder encourages children to share with each other. She promotes polite manners, such as saying 'please' and 'thank you'. However, the childminder does not consistently encourage children to think about wider emotions, to support them in learning about how they feel.
- The childminder has strong partnerships with parents. Parents talk enthusiastically about the support the childminder provides and how their children are happy and settled. The childminder shares with parents how their children are developing and any areas that she is working on with them. She shares ideas with parents to support children's development at home.
- The childminder links with other childminders in the local area to gain support and share ideas. This supports her continued development. The childminder meets with these childminders and their minded children. This gives children the opportunity to socialise with a wider group of children and helps prepare them for larger groups when they move on to the next stage of their education.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has clear processes in place to ensure that children are safe in her care. She has a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. The childminder has policies and processes in place to record concerns promptly and accurately. She is aware of when to refer concerns further, and who to contact in order to keep children safe. The childminder attends regular training to ensure her knowledge is up to date.

## **What does the setting need to do to improve?**

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

- make better use of questions during play activities with children, to encourage children to share their thoughts and ideas
- introduce children to a wider range of emotions, to help them recognise how they feel and develop their understanding of a range of emotions.

## Setting details

<b>Unique reference number</b>	EY431167
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10235569
<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>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Frome, Somerset. She works Monday to Friday, from 8am to 4.30pm, all year round.

## Information about this inspection

### Inspector

Louisa Painter

### 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation.

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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