

Childminder report

Inspection date:

10 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Despite weaknesses in the quality of teaching, children are emotionally secure and happy. They play well together and have good relationships. The childminder provides some successful support. For example, when she demonstrates how to operate a toy, children practise their new skills and are pleased with their achievements. They use trial and error to build a train track and are confident to ask for help. Children get excited when they see different toys appear and are eager to explore. However, the childminder only provides one box of resources at a time, so children do not have opportunities to make links in their learning and develop their ideas.

The childminder takes children to groups to extend their opportunities to socialise and engage in a wider range of activities. This has had a positive impact on children who struggled with being in a group because of the COVID-19 pandemic. Parents were also able to attend these groups at the start, which helped to build their children's confidence. The childminder works well with parents, finding out what they want their children to learn so she can provide consistent support, such as with potty training. She gets to know children's routines in order to meet their individual needs appropriately. Parents comment that the childminder has had a positive impact on their child's behaviour, and that they work together well to support development, such as children's social skills.

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

- The childminder finds out what children know and can do when they first start and uses appropriate guidance to check they are developing well. However, she does not plan an ambitious curriculum or consider how to sequence children's learning to help them make good progress. Children are confident to choose the resources they want to play with once the childminder opens the toy cupboard. The childminder has a range of good quality resources, but she does not plan her environment successfully to help children become independent learners.
- Since her last inspection, the childminder has increased her support for children's mathematical development. For example, she asks older children to find three cars as they play and demonstrates counting these to the younger children, as well as engaging them all in number rhymes. The childminder notices when children want to be more active and provides dancing and musical instruments. Children join in with enthusiasm and enjoy discovering how to use all the resources.
- The childminder does not always implement her learning intentions effectively. For example, when she set up a painting activity, she wanted children to learn their colours and be independent. However, older children clearly knew many colours already and the childminder did not extend their knowledge when they

mixed the paints. She also held their hand and painted it for them, pressing it onto the paper to print. This does not promote their independence or creativity. In addition, she does not encourage children to manage as much as they can for themselves, such as during snack time and when potty training.

- The childminder successfully identifies when a learning priority for children is their language skills, intending to help young children use more words and build older children's vocabulary. For example, as children play with toy trains, she explains that magnetic means sticking together. However, she does not always use effective teaching strategies to provide a rich language environment. For example, she does not use all opportunities to add vocabulary, ask open-ended questions, narrate young children's play or engage older children in conversations.
- Children's behaviour and attitudes are good. They are very well behaved, share and take turns. They understand the childminder's expectations, such as sitting to eat, and happily help to tidy up, following instructions well. Children clearly demonstrate how excited they are when the childminder provides a craft activity, and they are eager to participate. However, just as they are starting to explore, the childminder finishes the activity, disrupting their motivation to concentrate and engage fully.
- The childminder evaluates her activities and considers some ways to improve them next time. However, she focuses on providing more resources, rather than the quality of her teaching. The childminder has kept up to date with all required training, such as paediatric first aid. However, she does not identify her own professional development needs successfully, to ensure children receive good learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training on different aspects of child protection. She has a satisfactory understanding of what she needs to be aware of and the procedures to follow should she be concerned that a child may be at risk of harm. The childminder has good guidance on who to refer any such concerns to. Her premises are safe and secure. She uses outings to support children in understanding road safety and using equipment safely at the park.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the curriculum is ambitious and sequenced to build on what children can already do, and plan an effective environment to help children make good progress	30/05/2023
improve the quality of teaching to help children develop their language and communication skills effectively.	30/05/2023

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

- improve self-evaluation to identify and set clear actions for continuous professional development
- help children to develop greater independence and manage as much as they can for themselves.

Setting details

Unique reference number	118248
Local authority	North Somerset
Inspection number	10234107
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2001. She lives in Worle, near Weston-super-Mare, North Somerset. She cares for children Monday to Friday, from 6am to 8pm, all year round.

Information about this inspection

Inspector

Elaine Douglas

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 discussed her curriculum intent, and the inspector observed the quality of education and assessed the effectiveness of safeguarding and care procedures.
- The inspector observed the interactions between the childminder and the children and spoke with the childminder at convenient times.
- The inspector carried out a joint observation with the childminder and discussed the impact on children's development.
- Parents' comments were taken into account and the inspector spoke to 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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