

# Childminder report

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Inspection date: 17 November 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 happy and settled in the childminder's care. They form warm and trusting relationships with her. Children explore freely in the safe and secure family home. They choose toys for themselves, for example by exploring the play kitchen. Children particularly enjoy stories. They choose these for the childminder to read and engage for long periods, listening and joining in when she asks questions about the story. Babies find sensory toys to investigate and share with the childminder. Children are inquisitive learners, and are interested in investigating new activities. For example, older children tell the childminder 'this is fun', as they explore new messy-play materials.

Children benefit from a good curriculum of activities, which the childminder provides to help them make good progress and to support their personal interests. These include regular outings to expand their experiences, such as walks to farm parks and the woods to explore natural life, and indoor soft-play area to encourage their physical development. The childminder uses new interests from the outings to build further on children's learning. For example, she provides toy construction vehicles to encourage imaginative play after children observe these with interest. Children behave well, learn positive attitudes and good social skills. They play kindly with one another and help others.

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

- The childminder knows the children's personalities, interests and developmental stage well. She is clear what she intends them to learn next and plans activities to support their learning in these areas. For example, children learn about shapes and colours when building with blocks. The childminder joins in to encourage their language skills.
- The childminder uses her good teaching skills to interest and engage children well in the activities she plans. For example, when some children are unsure, she suggests they bring their favourite toy cars into a foam activity to encourage them to explore the texture, and find out what they can do. However, she does not always consider how to include the youngest children who, at such times, are not included or involved as well and lose interest.
- Children benefit from challenges to help them learn new skills and to build on what they already know and can do. For example, older children learn how to mark the letters of their name and to manage the fastenings on their clothes in readiness for school. Babies practise walking while using furniture to balance. Children enjoy trying to solve problems, such as how to balance a tower of blocks.
- Children learn about the importance of developing healthy routines and lifestyles. They follow good handwashing routines, and older children know

washing is important 'to make them clean'. The childminder encourages parents to support her healthy-eating policy. Children enjoy nutritious meals and find their own drinks of water when thirsty.

- The childminder supports children's communication and language development well. She helps them to learn new words regularly, such as learning what a 'chameleon' and 'gosling' are. She asks children questions to encourage them to think and talk, and responds to babies' babbles and sounds to nurture their communication further.
- Partnerships with parents are good. The childminder keeps parents informed well as their children progress. She obtains their views of her provision. Parents state, for example, that their children thrive in her care, create lovely friendships with others and they are safe and secure.
- The childminder values professional development. She reflects on her provision to make improvements and to ensure all required training and documentation is in place. She keeps a record of children's attendance, but has omitted, on some dates, to include the times children have been in her care. This is a breach of a requirement. However, this has minimal impact on children's welfare due to the childminder's good understanding of how to monitor absence and the patterns of attendance for those in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding role and responsibilities. She keeps her knowledge up to date through training, to help her understand the risks to children for different types of abuse and neglect. The childminder understands the correct procedures to follow in the event of a concern about a child's welfare to help keep them safe from harm. She assesses the risks to children in her home and on outings to ensure they are kept safe and secure. She helps children to learn about keeping safe, such as how to cross roads safely on walks to and from school and on outings.

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

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

	Due date
keep an accurate daily record of all children's hours of attendance.	18/11/2022

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

- develop the planned activities further to include and involve the youngest children more.

## Setting details

<b>Unique reference number</b>	EY282426
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10259157
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	9 February 2017

## Information about this early years setting

The childminder registered in 2004. She lives in Yeovil, Somerset. She offers care from 7.30am to 6pm, Monday to Friday.

## Information about this inspection

### Inspector

Bridget Copson

### 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder completed a 'learning walk' around her home and explained how used this to meet children's needs and deliver the curriculum.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views.

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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