

Childminder report

Inspection date:

7 December 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

The childminder has created a calm, warm and welcoming environment. Children are happy and relaxed in her care. They cuddle up to her when they need reassurance. They show that they feel safe and comfortable here. The childminder thinks carefully about the needs of children and plans activities that will interest and engage them. This helps children gain positive attitudes towards learning. Children confidently access the learning activities and enjoy their time in this setting. The childminder celebrates children's success, which supports their self-esteem.

The childminder knows the children well. She works in partnership with parents to find out what children can already do when they come to her. She plans what they need to learn next to make progress. The childminder is very sensitive to children's needs. She notices when they need help and knows the signs to look out for that show they are hungry or tired. She is respectful of children's right to consent. For example, she asks permission before she wipes children's noses and respects their wishes.

The childminder works hard to improve her professional development. She attends regular childminder briefings and uses the knowledge gained to enhance her service. She has enrolled on the specialist childminder scheme to learn more about children with special educational needs and/or disabilities.

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

- The childminder has good links with other childminders in the area. She meets with a childminder group weekly to provide opportunities to socialise and meet children of differing ages. This helps develop social skills. She values this time to share ideas and good practice.
- The childminder has built very good relationships with parents. Parents value the updates that they receive. They feel that they have a very good idea of what their children are doing each day. The childminder values feedback from parents about what children are doing at home. She maintained good links with children through the first national lockdown period. For example, she had video calls with children, which helped them to remember her, and maintained good relationships.
- The childminder has a clear idea of what she wants children to be able to do when they leave her. She encourages children to be independent. For example, she encourages children to cut and peel their own fruit, open food packaging and use the toilet independently. This supports them when they move on to school.
- The childminder uses an online application to keep parents up to date, and to

ensure that she is covering all areas of the early years foundation stage curriculum. She uses the online application to identify gaps in provision and plans activities accordingly. For example, she noticed that the children had not been using the puzzles recently, which prompted her to get them out.. This ensures that children receive a balance of activities from across the curriculum.

- The childminder adapts routines to the needs of the children. For example, she is very flexible with the settling-in process when children are getting to know her. She understands that some children settle very quickly, whereas others may need several settling-in sessions. This ensures that children have a good transition into the setting.
- The childminder interacts frequently with children and encourages them to repeat words that she says. She narrates play, talks positively with children and asks questions to encourage them to use their thinking skills. However, occasionally, she uses incorrect words, such as 'doggy', when talking to children. This does not provide a good model for language skills.
- The childminder takes children on trips, particularly in the warmer months of the year. She has a well-resourced garden with a playhouse, slide, mud kitchen and space to run and play. However, in the colder months, this area is not used regularly. This limits opportunities for children that prefer to learn outdoors.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow if concerned about a child. She keeps herself up to date with changes in local safeguarding arrangements. She refreshes her knowledge frequently by attending online safeguarding updates. The childminder performs daily safety checks around her house. She risk assesses trips to identify hazards that may arise for children. She repeats safety routines regularly to children. She talks to them about the safety of different activities, to teach them how to risk assess for themselves. For instance, she explains to older children why it is not possible to have games with smaller parts around babies.

What does the setting need to do to improve?

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

- use the correct words consistently, to support children's communication and language development
- maximise outdoor play opportunities all-year round for those children who prefer to learn outside.

Setting details

Unique reference number	EY386497
Local authority	North Somerset
Inspection number	10235269
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2009 and lives in Portishead, North Somerset. The childminding service operates on Monday to Thursday, throughout the year. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Kate Rogers

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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