

Childminder report

Inspection date: 9 December 2022

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| 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

Children arrive excited to start their day with the childminder and her assistant. They are keen to learn and confidently say goodbye to their parents, quickly becoming engrossed in the wide variety of activities on offer. They enthusiastically ask for their favourite activities. For example, children help themselves to books and take them to the childminder or her assistant.

Children behave well. They are kind to each other and help each other. For example, older children help younger children to take off their shoes or share the craft resources. The childminder has high expectations for the children in her care, including children with special educational needs and disabilities. She works with other professionals to support children, and quickly recognises the progress they make.

Children feel safe and secure in the care of the childminder. They look to her for reassurance and comfort, and the childminder is quick to respond with smiles, cuddles, and reassurance. Parents are very complimentary about the care that the childminder and her assistant provide. They value knowing that their children love coming to the warm and caring childminder.

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

- Children enjoy listening to stories and joining in with favourite songs. The childminder and her assistant engage with older children in meaningful conversations, extending their language skills well. For example, children talk enthusiastically about ice they have found in the garden. The childminder's assistant helps them to describe what happens when the ice gets warm, and to talk about how cold it feels on their skin.
- The childminder and her assistant know children well. They clearly identify what children can do well and what they want children to learn. However, activities are not always adapted sufficiently for the younger children and, as a result, younger children are not encouraged to extend their learning as much as they could. Interactions with these younger children are often focused around reassurance, and not engaging in and extending their play.
- Children are polite to each other and to the childminder. The childminder models positive manners, for example, by saying 'please' and 'thank you' in her interactions with children.
- The childminder has clear expectations for children's behaviour. She supports children by giving clear warnings before a change of activity and children respond well, showing that they know the familiar routines. For example, when it's time to tidy up, they confidently ask for the 'tidy up song', then join in with putting toys away.

- Children learn about a range of different emotions, identifying feelings before saying how they feel. They talk about how their friends or their family make them happy.
- Children bring in things from home to share with their friends and talk about their families and experiences they have at home. By talking with children about their families the childminder helps them to feel valued in the setting.
- The childminder encourages children to be independent. Older children confidently go and wash their hands and all children have a go at spreading toppings on their toast at snacktime.
- The childminder and her assistant regularly attend training to develop their knowledge and practice. Following on from training about the two-year-old check, the childminder is keen to involve parents more in this.
- The childminder links with the local school to identify the skills and knowledge children need, so that they will flourish when they move on to school. As a result, she is working with children to increase their independence skills.
- Children go on a range of trips out, including to local toddler groups and regular trips to the library where they are able to choose a book to borrow. This enhances children's understanding of their community.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs and symptoms that might indicate a child is at risk of harm, and have clear procedures in place to help them keep children safe. They attend regular training to keep their knowledge up to date, and have used resources from training to improve their safeguarding practice in the setting. The childminder teaches children to keep themselves safe, for example by talking about road safety when they go out, and explaining the danger of slippery surfaces in the garden when it is icy.

What does the setting need to do to improve?

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

- extend activities and interactions with younger children to further engage them in meaningful learning.

Setting details

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| Unique reference number | EY435861 |
| Local authority | Somerset |
| Inspection number | 10235599 |
| 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 9 |
| Total number of places | 6 |
| Number of children on roll | 14 |
| Date of previous inspection | 1 February 2017 |

Information about this early years setting

The childminder registered in 2014 and lives in Frome, Somerset. She operates Tuesday to Friday from 7.45am to 5.30pm, 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 setting.
- 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 quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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