

Childminder report

Inspection date: 11 January 2023

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 are happy and feel safe and secure at this setting. They are confident to express their preferences and know that the childminder listens to them and acts on their choices. For example, they enthusiastically join in with songs, rhymes, games and conversations choosing what they want to sing next. This setting is a language-rich environment where the childminder encourages children to chat and talk about their play.

The childminder has good relationships with the children and they respond well to her kind and gentle manner. She plans the curriculum around the interests of the children. As a result, children are relaxed and purposefully engaged in their play.

Parents value the childminder and report that their children make 'great progress'. Parents say that she is an extension of their family, providing 'a home away from home' and that they are confident their children will be well prepared for the next phase of education. The childminder regularly communicates with parents. She keeps them updated on their child's development using an online software package and individual social media groups.

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

- The childminder knows the children well and what they need to learn next. She helps develop children's emerging speech using nursery rhymes and songs, and role plays with children who find imaginary play difficult. For example, she plans a teddy bears' picnic, where she models role play and reinforces hygiene routines.
- The childminder engages children in conversation. She listens to children, reframes their evolving vocabulary and models language well. The childminder uses a range of open and closed questions which enable children to extend their ideas. For example, she asks children 'what else has big round circles' when looking at the wheels of a digger in the garden.
- The childminder encourages an interest in sounds and letters, which children remember and talk about in their play. Children show a keen interest in listening to the childminder and they join in with familiar songs and rhymes. However, the childminder does not encourage children's exposure to books to strengthen their early literacy skills.
- When children choose toys that interest them, the childminder interacts and engages with them as they play. She uses mathematical language throughout the session. As a result, children frequently use the same mathematical language in their play. For example, the childminder introduces size when children are exploring digger trucks in earth, saying 'a big round circle'. This is then repeated by the child. The child responds 'no, they're little' and goes on to

draw circles in the earth.

- Children go on lots of outings which develop their physical stamina and gross motor skills in different environments. For example, they have many opportunities to practise running, climbing and walking on trips to local woodlands and parks. Children also learn about the world around them and have opportunities for outdoor learning. The childminder regularly takes children to playgroups and childminding networks, where they mix with other children. This helps to promote their personal and social skills well.
- Children happily play with the childminder and each other. They are confident to talk to each other and ask the childminder if they need anything. She quickly irons out minor disputes and play resumes. For example, the childminder reinforces rules with children, saying 'When she has finished, you can have a turn. Everyone can play with the toys here.'
- The childminder supports children's independence. She asks them to take off their wellies, reminds them to wash their hands before eating their snack and asks children to choose which plates and place mats they use.
- The childminder monitors children's progress and keeps track of what children know and can do using an online software package. This means that she plans activities that are well suited to each child's next steps.
- The childminder takes part in professional development. For example, she makes good use of online training courses to improve her practice. She discusses and shares good practice with other professionals, such as other local childminders.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her safeguarding responsibilities and how to protect children from harm. She attends regular safeguarding training to keep herself up to date with current safeguarding policies and accesses extra training through her professional organisation. The childminder recognises the possible indicators of different types of abuse, including neglect, emotional abuse and radicalisation, that may suggest a child is at risk of harm. She knows local safeguarding procedures, how to make a referral or who to contact if she has a concern. The childminder knows how to keep children safe online and signposts advice to parents when needed.

What does the setting need to do to improve?

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

- increase opportunities to develop children's early literacy skills by allowing more exposure to books.

Setting details

Unique reference number	EY382059
Local authority	North Somerset
Inspection number	10235252
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	7
Number of children on roll	7
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2008. She lives in Nailsea, North Somerset and holds a childcare qualification at level 3. The childminding service operates on Monday, Wednesday and Thursday between the hours of 7.30am and 6pm.

Information about this inspection

Inspector
Ruth Glover

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 spoke to the inspector about children's learning and development.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The childminder answered questions to ensure that she meets safeguarding and welfare requirements.
- Relevant documentation was reviewed by the inspector, including paediatric first-aid qualifications.

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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