

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

Babies and young children enjoy plenty of cuddles and care from the childminder. This supports their self-esteem and confidence, ensuring they have formed secure and trusting attachments. Young children are loving and gentle towards babies and they are kind to each other. For example, young children take toys to the babies and then say the baby's name.

Children are confident to explore and seek out resources to engage with, showing good motivation to learn. Children are curious about what is in their environment. For example, children point and look up at pictures displayed and say 'bear'. Children are given time to think and respond when the childminder asks them a question, supporting children's thinking skills.

The childminder knows children and babies well, and when interacting with them, she supports their learning and development while incorporating their next steps. For example, children enjoy observing the fish, and the childminder questions how many they can see. Children begin to count the fish. They engage regularly in conversation and their language skills develop well. Babies enjoy babbling and showing excitement by waving their arms and legs.

The childminder has strong and trusting relationships with parents, ensuring that information about their children's care, welfare and learning is shared daily. Parents feel consistently supported and informed in their children's learning and development, and express how the childminder is always flexible in the care she provides. The childminder remained open during the COVID-19 pandemic supporting children and their families and provided emergency spaces for front-line workers.

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

- The childminder has developed an ambitious curriculum for the children. She gathers useful information when children start at her setting. She uses this to support children's learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. The childminder uses effective assessment to track learning regularly, ensuring any gaps are quickly identified.
- The childminder supports children's independence and self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. For example, children enjoy using small hammers to support their fine motor skills. The childminder teaches good hygiene routines and children wash their hands independently and use their own individual towels to dry them.

- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day to extend and build on their communication skills. She speaks clearly, adapts to support age ranges of children, and uses repetition of language to help them say words correctly. Children attend local groups, where they participate in singing and various activities. This provides opportunities for children to interact with others and develop their social skills even further.
- Children are provided with good opportunities to develop their mathematical skills. For example, they point out shapes in the environment, and the childminder uses phrases such as 'how many' and 'big' and 'small'.
- The childminder works well with other professionals to support children's transitions to dual placement and to school. For example, she links with local pre-schools and uses communication books to provide consistency between settings to enhance children's learning.
- The childminder can confidently talk about children's capabilities and plans age-appropriate activities to support and prepare them for their next stage in learning. However, the variety of activities indoors is limited and does not provide sufficient challenge to maximise children's learning.
- Partnerships with parents are strong. The childminder keeps parents well informed about the care their children receive through daily discussions. She shares children's learning through observations and photographs. Parents receive a summary of development throughout the year to support home learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding including issues, such as 'Prevent' duty and radicalisation. The childminder is aware of signs and symptoms of when a child may be at risk of harm, and is confident about the procedure to follow if she has any concerns about a child's welfare. The childminder attends regular online and face-to-face training to ensure her knowledge is up to date. The childminder ensures that children learn and develop in a safe and secure environment.

What does the setting need to do to improve?

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

- enhance the range of learning experiences in the indoor environment to further extend learning opportunities for children.

Setting details

Unique reference number	EY459916
Local authority	North Somerset
Inspection number	10236109
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 February 2017

Information about this early years setting

The childminder registered in 2013 and lives in Easton in Gordano, North Somerset. The childminding service operates on Monday, Tuesday, Wednesday and Friday, from, 8am to 6pm, throughout the year. The childminder is in receipt of free early education funding for children aged two years.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector around the areas of her home used for childminding and explained her intentions for children's learning.
- The inspector reviewed and took account of parents views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.

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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