

Childminder report

Inspection date: 26 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 settle quickly and are happy, secure, and confident in the childminder's home. She organises her environment well, according to children's ages and developmental stages. Children are inquisitive and excited to explore the good range of resources. For example, they are fascinated by a box they have not seen before. They watch closely as the childminder demonstrates how to attach a bolt to a screw. She gives them enough time to have a go for themselves. Young children gain good hand-eye coordination and are delighted with their achievements. The childminder praises their use of trial and error to solve a problem. For example, young children work out what they have to do to be able to hold a shape-sorter door open and be able to place the shape inside. She extends this by helping them to find the correct shape hole and push the shape through it. Children develop a love of books. For example, young children enjoy turning the pages and noticing when they find a picture which matches the one on the cover.

Parents who use the provision are very positive about how much their children enjoy being with the childminder and have gained confidence. They confirm how well the childminder shares information with them. They comment on the wide range of exciting activities, outings and experiences the childminder provides.

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

- The childminder plans an ambitious curriculum. Although children are new to her setting, she has a good knowledge of their abilities and how she is planning for their next steps. She knows what the children enjoy, which helps her to motivate their learning and ensure they make good progress. The childminder uses government guidance to monitor children's development and quickly identify where they may need additional support.
- The childminder supports children's language skills well. For example, she narrates what young children are doing, providing good vocabulary, naming objects and including simple mathematical words. She provides children with clear instructions and checks their understanding. However, on occasions, she does not use all opportunities for young children to hear songs and rhymes or recognise different sounds.
- Children behave extremely well. The childminder is calm and gentle with children, and they enjoy cuddles and remain content. Children are willing to have a go at new skills and keep trying when they don't succeed straight away. The childminder recognises the importance of supporting children's positive attitude to learning, in preparation for school.
- Young children cooperate well with routines such as nappy changing. This is because the childminder provides soothing interaction. She supports them effectively in becoming independent. Babies learn to feed themselves and older

children take care of their personal needs and learn about dental care. The childminder wipes babies' noses and provides hygienic nappy changing. However, she does not always help the youngest children to develop healthy practices, such as washing their hands before eating.

- Partnerships with parents and other providers the children attend are good. The childminder is proactive in working with other settings to be consistent in children's care and learning. The childminder seeks parents' feedback and evaluates her practice for continuous improvements. For example, she has reorganised her playroom to meet the different needs of the children she is currently caring for.
- Since her last inspection, the childminder has helped older children to understand about helping with their safety in an emergency, such as practising the evacuation procedures. She has been on training to develop her planning for children's mathematical development and is implementing this successfully. For example, she uses numbers in daily routines and play; if a child sees a nest, how many more can they find. The childminder helps children to spot numbers and shapes in the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good information to ensure she has a strong knowledge of safeguarding children and the procedures to follow should she have concerns about a child's welfare. For example, she attends regular training and displays on her noticeboard, flow charts, advice and contact details. She has a good understanding of what to be aware of in her own community. The childminder carries out good risk assessments and takes effective action to minimise accidents. For example, she uses a large cushion against a glass door, even though it has safety glass, to stop toddlers, learning to walk, from falling against it. Children learn road safety, emergency procedures and safe practices around fire.

What does the setting need to do to improve?

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

- develop ways of helping young children to recognise different sounds and enjoy songs and rhymes, to extend their communication and language skills even further
- help young children to develop healthy practices through daily routines.

Setting details

Unique reference number	220863
Local authority	Somerset
Inspection number	10265250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 2001. She lives in Minehead, Somerset. The childminder provides care Tuesday to Thursday, 8.45am to 4.15pm, for 47 weeks a year.

Information about this inspection

Inspector

Elaine Douglas

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 and the inspector discussed how the childminder organises her provision and her curriculum intent.
- The inspector observed the quality of education being provided indoors and the impact on children's development.
- The childminder and inspector carried out a joint observation on a planned activity and discussed the quality of teaching.
- The inspector spoke to the childminder, observed care practices and assessed safeguarding, at convenient times.
- The inspector interacted with the children and read parents' written feedback. The inspector took account of their 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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