

Childminder report

Inspection date: 1 February 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 consistently show good levels of confidence and are building positive relationships with the childminder and the other children. For example, children pass toys to each other, show concern if a child becomes upset and put their hand on them in a reassuring way. Children's behaviour is good and they respond well to the childminder's warm and calm approach. They have a positive attitude to learning, and are encouraged by the childminder to try new things and develop further skills.

The childminder provides a varied curriculum tailored to children's individual needs and abilities. She uses the space available well to create different learning opportunities. For example, role-play with a good range of resources which promote children's imagination and creativity.

During the COVID-19 pandemic the childminder changed how parents dropped off their children and collected them and she has continued this practice as she and the parents feel it is successful. In addition, the childminder recognised that some children needed support with their personal social and emotional development because of the pandemic. The childminder supported this well by introducing more outings in the community where they can socialise with other children of similar ages.

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

- The childminder uses effective teaching methods. She role models to younger children how to get their baby in the buggy and follows children's lead when they want to build with bricks. In general, the activities are well planned. However, occasionally, what the childminder wants the children to learn is too broad. For example, the childminder wants young children to learn about the importance of healthy eating through a painting activity. Young children enjoy exploring paint with their fingers and make marks on the pre-drawn vegetables on sheets of paper. The childminder mentions the vegetables in passing but the focus changes to exploring paint which the children are keen to do.
- Children benefit from the childminder and her assistant taking them on lots of outings to learn about the community they live in. For example, they visit a book barn where children can explore a wide range of books and resources and choose some to take home to enjoy. Even the youngest children know how to hold a book and turn the pages, developing a keen interest in books. In addition, they visit a community café and they choose and buy something to eat and drink. This helps build their confidence and self-esteem.
- The childminder places a high emphasis on children's communication and language, physical development and their personal, social and emotional

development. She narrates what the children are doing in a simple way to encourage children's vocabulary. She introduces new words such as 'spinning' and 'squidgy' as they explore sensory toys. They visit local parks where the children can run and climb. In addition, the childminder takes additional resources such as balls and hoops to support their physical development further. The childminder has a good range of resources such as, small-world play, and Chinese cooking equipment and books to help children to learn to manage their emotions and to respect and value differences.

- The childminder builds positive relationships with parents. She has good methods to keep parents well-informed about their child's progress, and how they can support children at home with their learning. Parents value the childminder explaining how activities support children's learning. Childminder welcomes parents input into the required assessments such as the two-year progress report. This means they get an accurate reflection of the child's progress to date. In addition, they work closely together to support children with potty training and support children's independence.
- The childminder and her assistant complete training regularly to make sure they keep their knowledge up-to-date. They regularly share ideas with other childminders to provide children with different experiences to support their learning and development. The childminder values the support she receives from the local authority early years team.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge and understanding of how to safeguard children. She and her assistant have completed child protection training with the local authority and additional online training. This means they are both clear on possible indicators and the process to follow if they have concerns regarding a child's welfare. The childminder provides a welcoming and well maintained environment where children use resources safely. The childminder completes risk assessments in the home and when on outings in the community to make sure children are safe. This allows children to take controlled risks to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- review the focus of planned activities to make sure they meet the learning intention.

Setting details

Unique reference number	155688
Local authority	Bath and North East Somerset Council
Inspection number	10276795
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	2 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 April 2018

Information about this early years setting

The childminder registered in 2001. She lives in Midsomer Norton, Somerset. She provides care Monday to Thursday, from 7am until 6pm, for 48 weeks a year. The childminder holds an early years qualification at level 3 and sometimes works with an assistant.

Information about this inspection

Inspector

Lorraine Sparey

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 inspector and the childminder talked about the curriculum and the childminder explained how they tailor it to the children's individual needs.
- The inspector and the childminder talked about how she monitors and evaluates her practice taking into account the needs of children and views of the parents.
- Some parents provided written information for the inspector to consider in gaining their views.
- The inspector spoke with the childminder and the children at appropriate at times throughout the inspection.

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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