

Childminder report

Inspection date: 8 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 respond very positively to the friendly, welcoming childminder and settle easily in her care. The childminder gets to know children's interests and abilities well and provides a broad curriculum of motivating play activities to support their learning effectively. Children develop a good understanding of the world. For example, the childminder involves children with a national bird watch. She talks with them about the birds that they see in the garden and how they live. Children enjoy visits to the beach with the childminder and use up their energy digging sandcastles or collecting seaweed and pebbles.

Children interact happily with each other overall. Younger children start to say 'please' and 'thank you' in context. The childminder praises children often for their efforts and achievements. Children develop positive self-esteem and gain confidence to repeat words, such as for colours and shapes. Younger children begin to put simple sentences together. Children enjoy helping the childminder, and like to collect the eggs from the chickens that she keeps in her garden.

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

- The childminder continues to develop her professional knowledge and understanding to provide good-quality care and learning for the children. For example, she has completed training that has raised her awareness of activities that support children's fine motor development skills.
- Children behave well overall. The childminder encourages children to use good manners and she acts as a good role model, providing a calm, reassuring approach. She helps children to respect the needs of others.
- The childminder monitors children's achievements well and uses her observations of their play to identify their next steps of learning. She plans activities that children enjoy. For example, they visit a fossil museum to support children's interest in dinosaurs. Children develop positive attitudes to learning and become absorbed in their play. They achieve well and make good progress.
- Parents make highly positive comments about the childminder and say that she is 'amazing'. They report that they feel totally reassured when their child is in her care and she communicates very well with them about their children's learning. The childminder also liaises with other settings, such as schools that children attend, to provide a continuous approach for their care and learning needs.
- Children develop their imagination very well from a young age. Children cuddle their dolls and quietly sing them a song. They tuck their dolls up carefully in a pram for a sleep. Children enjoy making pretend cakes and offer a visitor a toy cup, saying 'it's a nice cup of tea'.
- The childminder encourages children's language skills effectively overall.

Younger children are keen to use language, such as to express their needs. The childminder introduces more complex words, such as 'chameleon' or 'habitat', and helps children to develop a wide vocabulary. However, at times, the childminder does not give children sufficient time to think and respond to her questions.

- The childminder provides a caring, nurturing approach and children are clearly valued in her care. They readily hold out their arms and go to her for spontaneous cuddles and hugs. Children enjoy going to the park with the childminder, or to local woods where they use up their energy and have fun running and climbing. They enjoy doing their 'wake and shake' exercises with their friends and stretch up tall and shake their arms and legs.
- The childminder encourages children's interest in books very well. For example, children enjoy going to the local library with her and happily choose a book to take home. They listen well to favourite nursery rhymes and begin to join in with repeated refrains, smiling as they say, 'tick tock, tick tock'.
- Children play in a welcoming, comfortable home environment. However, at times, the play area becomes quite cluttered with toys that are left across the floor. This limits the available space for children to move around in, and does not always support their exploration in play as well as possible.
- Children enjoy exploring colour and texture and develop their fine motor skills effectively in their play. For example, they enthusiastically squash, squeeze and prod some play dough to make a bird's nest shape. They like decorating the nests with colourful feathers, twigs and dried pasta. Children concentrate well as they roll the play dough in their hands to make pretend bird's eggs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands safeguarding issues and procedures, and continues to keep her knowledge up to date. She is aware of the potential signs and symptoms that may cause concern, and understands procedures to follow to help to protect children's welfare. The childminder uses appropriate prevention to help to reduce accidents. For example, she keeps a stair gate fitted across the stairway to prevent younger children's unsupervised access. She has clear routines for keeping children safe on outings, such as when they are getting in and out of the car.

What does the setting need to do to improve?

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

- ensure that children have sufficient time to process and respond to questions, to support them to develop their thinking skills more consistently
- ensure that play areas are organised effectively to provide sufficient clear floor space to enable children to explore activities and resources freely and safely.

Setting details

Unique reference number	507126
Local authority	Somerset
Inspection number	10264116
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	6
Number of children on roll	7
Date of previous inspection	23 May 2017

Information about this early years setting

The childminder registered in 2001. She lives in the village of Long Load in Somerset. The childminder is available to care for children from Monday to Thursday, 7.45am until 6pm, all year round. She holds a childcare qualification at level 3. The childminder is in receipt of government funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector

Mary Daniel

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors, and discussed their learning and development with the childminder.
- The inspector viewed a sample of documentation, such as training certificates.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took into account the written comments from parents.

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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