

Childminder report

Inspection date: 15 February 2023

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| 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 to come to this childminder's house. They separate easily from parents and carers when they arrive and quickly join in with the activities on offer. The childminder creates strong bonds with the children. She ensures a smooth settling-in process to help children feel comfortable and relaxed when they join the setting. She gives newer children extra support to help them feel secure. She is sensitive to children's needs and recognises when they get tired or hungry. Children seek reassurance from the childminder when needed, and feel safe in her care.

Children behave very well in the setting. They confidently access toys and show a positive attitude to learning. The childminder encourages children to cooperate with one another. She provides group activities that involve sharing and taking turns. This helps children learn the social skills they will need when they move on to the next stage in their education. The childminder has a strong focus on developing children's speech and language skills. She interacts with children frequently. She implements advice from speech and language experts to support children who may have gaps in their speech development. This ensures that children learn new words and develop their communication skills. The childminder plans to undertake a sign language course imminently to help benefit children's communication skills even further.

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

- The childminder provides opportunities for older children to deepen their understanding of new learning concepts. For example, when learning about different shapes, the childminder takes older children outside to look for shapes in the environment. This offers children real-life experiences and makes learning more meaningful. However, at times, the childminder does not consistently adapt activities for the younger children. This leads to them losing interest in activities and reduces opportunities for younger children to make as much progress as possible in their development.
- The childminder supports children's early literacy skills through reading books, singing songs and introducing new vocabulary. For example, during music activities, children hear words such as 'ukelele', 'xylophone' and 'tambourine'. This provides children with a language-rich environment to support their growing vocabulary.
- The childminder uses questions to help children to become more curious. For example, she helps children to think about how a particular toy works, by asking them whether it works 'by magic' or uses batteries. She extends this by asking whether children need to touch the lights to make them change colour. This helps children develop into confident and inquisitive learners.

- The childminder plans activities that support children's personal, social and emotional development, having identified this as a common need as a result of the COVID-19 pandemic. She helps children to manage their own feelings and emotions by explaining why we need to share resources. She provides opportunities for team-building games, such as obstacle courses. She praises children when they encourage and offer to help others. This teaches children to cooperate and respect one another.
- The childminder provides opportunities to learn about other countries and cultures. For example, children pretend to visit other countries on an aeroplane. They learn about different cultures by tasting foods and making crafts associated with each country. The childminder helps children to compare the different traditions around the world with children's own traditions. This helps them to celebrate differences between people and cultures.
- The childminder builds good relationships with parents. Parents feel safe leaving their children in the setting and describe it as a 'second home'. They feel that their children make good progress as a result of attending the setting. The childminder works together with parents to overcome difficulties. Parents feel supported by the childminder and value her advice.
- The childminder thinks about what children can already do and what they need to learn next. She plans activities to support children's interests and progress. However, at times, she does not communicate the skills that she intends children to learn to her assistants. This means that learning opportunities can sometimes become less focused, and children do not always make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to safeguard children. She knows the signs and symptoms to look for that may indicate child abuse. She refreshes her knowledge regularly with safeguarding training and updates. She is familiar with signs that may indicate an involvement in county lines. The childminder and her assistant know what action to take if concerned about a child's well-being. The childminder completes risk assessments for activities, both inside and outside of the setting. She also works in partnership with parents to create risk assessments for individual children when necessary.

What does the setting need to do to improve?

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

- adapt activities to fully support the youngest children's development, so that they receive the same high-quality learning experiences as the older children
- communicate the learning intention of each activity with assistants to ensure

that teaching is always focused on what children need to learn next.

Setting details

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| Unique reference number | EY441394 |
| Local authority | Somerset |
| Inspection number | 10263553 |
| 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 | 0 to 11 |
| Total number of places | 6 |
| Number of children on roll | 29 |
| Date of previous inspection | 4 May 2017 |

Information about this early years setting

The childminder registered in 2012 and lives in Yeovil, Somerset. She provides care for children all year round, from 7am to 6pm, including before and after school. The childminder holds an early years qualification at level 3. She receives funding to provide free early education to children aged two, three and four years. She works with two assistants.

Information about this inspection

Inspector
Kate Rogers

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 setting.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder's assistant spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, the childminder's assistant and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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