

Childminder report

Inspection date:

24 February 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are greeted warmly in this clean and well-organised home. They have very strong bonds with the childminder who consistently treats them with respect and kindness. She has exceptionally high expectations for every child and is an excellent role model. As a result, children feel safe and emotionally secure.

Children excitedly put on their boots and coats to go outside. They make a gift for Mother's Day by carefully filling flower pots with soil and seeds. They listen attentively and follow the childminder's instructions. They understand that the seeds need to be watered and will grow into 'lovely flowers for my mummy'. They enjoy filling and emptying other containers with compost and water. They do lots of pouring and mixing by skilfully manipulating different-sized jugs and spoons. The childminder challenges them to experiment by squeezing their mixtures through the holes in a colander and they discover that only the water drips through.

Children's behaviour is outstanding. They have an extremely good understanding of respecting each other's choices, sharing, turn taking and being patient. For example, they pretend to be at the hairdressers, taking turns to be the client. The childminder introduces new words which they incorporate into their play, such as 'blow drying' and 'straighteners'.

The childminder provides an ambitious and highly enriching curriculum which helps children focus and develop across all areas of learning. They make excellent progress from their starting points and learn the skills they need for the future.

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

- The childminder is exceptionally sensitive in knowing how to adapt activities to make them accessible for children at different levels of development. For example, older children are intensely curious and keen to have a go when they paint with flower heads instead of brushes. The childminder supports younger children who are unsure of the new technique. They are all proud of their special marks and admire each other's efforts.
- Children recall previous learning and eagerly make bridges and towers from wooden blocks. Children carefully count money in the shop and use their imagination to make a variety of interesting sandwiches in the play kitchen. The childminder is extremely skilful at challenging their thinking by asking questions or posing problems to solve without interrupting their concentration.
- The childminder makes learning fun and the children are inspired to learn. She recognises spontaneous opportunities to engage children further. For example, when they are waiting for others to finish eating, the childminder invites children to spy through the holes in the flowerpots or speak into the pots to change the

sound of their voices.

- The childminder knows the children very well and is mindful to give them time and space to work through their emotions. This means children can sort out minor frustrations with the minimum of adult input.
- The childminder works closely with parents and other settings, to share information about children's interests, experiences, and achievements. This establishes a consistent approach and more effective learning opportunities for individual children. Her astute observations and assessments mean that she plans next steps for children that are purposeful and build on what they know and can do.
- The childminder provides a rich programme of trips and visits which extend children's experiences and knowledge of their local diverse community and beyond. For example, they attend a regular toddler group, a 'nature tots' group and go on the train to visit the beach or to local places of interest to see animals and tractors.
- Parents give the childminder high praise. They trust her implicitly to keep their children safe. They describe her as passionate, caring, approachable and say she goes above and beyond to support their children's learning and well-being. They see their children grow in confidence and learn independence skills ready for the next stage in their learning.
- The childminder is passionate about her work and constantly reflects on her practice. She recently introduced a new programme of seasonal activities to enhance the curriculum further. She adds to this by including some favourite poems. The childminder pursues her professional development by regular attendance at courses, for example, supporting children who are learning to talk.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding and child protection. She can recognise the signs, symptoms and behaviours which would give her cause for concern. The childminder keeps her knowledge and skills up to date by regular training. She is aware of who to contact in the case of allegations. The childminder is knowledgeable about, and would act swiftly to prevent, influences which could harm children's thinking and attitudes. The childminder keeps children safe when they travel in the car. Children learn about what keeps them safe, for example, they know the front door is kept locked.

Setting details

Unique reference number	EY280547
Local authority	North Somerset
Inspection number	10263727
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	17
Date of previous inspection	10 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Worle, near Weston-super-Mare in North Somerset. She operates from 8am to 6pm, Monday to Friday, all year round. The childminder has an early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- This was the first routine inspection the provider 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 their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector and the childminder discussed the effectiveness of an adult-led activity.
- The inspector looked at appropriate documentation.
- The inspector took into account the verbal and written feedback of 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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