

# Childminder report

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Inspection date: 17 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 childminder's gentle and kind manner. They listen attentively and can follow her clear instructions. Children know the boundaries and expectations and behave very well. They have very strong attachments to the childminder and know that she is always on hand to support them. As a result, they feel safe and emotionally secure.

The childminder communicates with children exceptionally well. She speaks clearly and slowly, using gesture and facial expressions effectively to help children's understanding. She gently encourages younger children to use words to name colours, for example, and she praises their efforts. When playing a game matching up different textures, she uses additional descriptive words such as 'fluffy', 'shiny', 'soft' and 'bumpy'.

The childminder regularly introduces new action songs, such as a nursery rhyme inspired by the children's interest in the picture of a spider. They happily sing the song together using pretend microphones. In other action songs, children delight in using their fingers as they learn positional words, such as 'behind', 'together', 'wide', 'high', and 'low'. This helps promote early language and mathematical development.

The childminder provides a well-balanced curriculum tailored to children's interests, both indoors and outdoors. For example, the children enjoy planting seeds and put these in their little greenhouse in the garden. Children are excited when the childminder talks to them about plans to plant carrots, peas and potatoes later in the spring.

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

- Children are very familiar with the environment and know where things are kept. This helps them make connections in their learning. For example, when they see a picture of a bear, they go and get 'Billy, the travelling bear' and then make a drawing of a bear. When they hear the word 'pizza', they reach up for a pretend pizza from the play kitchen and start creating new varieties of topping. As a result, children are confident and active learners, building on what they already know and remember.
- For the most part, the childminder follows the children's lead and is sensitive to their choices and flexible when they change their mind. Sometimes, however, the childminder does not fully appreciate when children need a little more time to explore their current focus, before moving on with an activity.
- Children benefit from walks to the park to feed the ducks and to the library for rhyme time. They regularly visit a local messy-play session. As a result, children

learn about the wider community and develop social skills by interacting with other children. The childminder is aware of the need to provide safe spaces to help develop children's social skills in a sensitive way, being mindful of the possible impact of the COVID-19 pandemic.

- The childminder promotes independence skills very well. For example, with some support, children use a knife to cut up a pear for their breakfast. Children have access to their own water bottle throughout the session. Children learn about good hygiene practice as they wash their hands before they eat, for example. They learn about safety in the kitchen when they are making bread and biscuits.
- Parents speak highly of the childminder's practice. They express reassurance that their children are safe, well cared for and are making good progress from their starting points. They know what their children are learning. The childminder compiles beautiful photographic records of the children's development, with poignant observations, such as playing in the snow for the first time.
- The childminder regularly reflects on her practice and seeks to meet the needs of the children at every stage of their development. She engages with frequent childcare training webinars to keep her knowledge and practice refreshed.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is very clean, and she has good hygiene practices in place. She has robust policies and procedures to follow, which keep children safe within the home and when going on walks. She keeps good records of any accidents or concerns. The childminder has good and immediate knowledge of child protection issues, including the signs and indicators of abuse. She is also aware of additional forms of abuse, such as those associated to the risk of radicalisation. She knows who to contact for advice or to seek guidance in the event of an allegation.

## What does the setting need to do to improve?

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

- support children's thinking skills further by recognising when they need more time to explore a particular focus, before moving on with an activity.

## Setting details

<b>Unique reference number</b>	EY247010
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10263234
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	25 April 2017

## Information about this early years setting

The childminder registered in 2002. She lives in Highbridge, Somerset. The childminder holds an early years qualification at level 3. The childminder works weekdays throughout the year, from 7.30am to 1pm.

## Information about this inspection

### Inspector

Margaret Dobbs

### Inspection activities

- This was the first routine inspection the childminder has 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 observed the interactions between the childminder and children.
- The inspector took into account the views of parents through written feedback.
- The inspector looked at relevant documentation.
- The inspector considered the suitability of the premises and the garden.
- The childminder spoke to the inspector about children's learning and development with a particular focus on their social and language development.

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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