

Childminder report

Inspection date: 23 March 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 have lots of fun with the childminder. They enjoy many opportunities to role play. For example, children pretend to be aeroplanes as they push along ride-on bikes. They chase after the childminder and develop their physical skills. The childminder supports children to build their role play further, pretending to refuel the planes so they can fly further in the sky.

Children are confident communicators and enjoy conversations with their friends and the childminder. They discuss the texture of wood shavings as they move them around to make letter shapes. They explore how textures change as they add water to sawdust. Children independently access water from a tap and fill a jug. They develop physical skills as they mix the water and sawdust together with large spoons. They develop independence skills, competently putting on their shoes and coats.

Children are confident and happy in the childminder's care. They eagerly come into the childminder's home, say goodbye to their parents and join the other children to play and have fun. They are friendly and kind to each other. They celebrate each other's successes and are able to share and take turns.

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

- Children have access to lots of interesting toys and activities, which they enjoy playing with. For example, children play with a toy kitchen, cooking food for a meal. Children make good progress in their learning and development. The environment is full of positive energy, and children engage and are curious learners. They enjoy spending time having fun with the childminder. However, the childminder plans so many activities for the day that he does not always give children enough time to engage in their chosen activity for as long as they would like, to develop deeper levels of concentration.
- The childminder knows the children in his care well. He is confident about what he wants children to learn and why, and he has developed an ambitious curriculum. Well-sequenced activities support children to make links to their prior learning. For example, after learning the names of shapes, the childminder supports children to recognise the shapes around them, such as rectangles in the kitchen and circles in the lightshades. However, the childminder does not always ensure that older children are offered sufficient challenge to extend their learning and development even further.
- The childminder places good focus on developing children's language and communication skills. He holds interesting conversations with children, and children have time to think and respond. Children are inquisitive and are keen to learn and understand more; they ask lots of questions. For example, they ask

the childminder what a builder is doing when they see them cleaning a gutter in a neighbouring house. The childminder answers children's questions in a clear, informative and effective way. Children develop new knowledge and vocabulary.

- Children develop their physical skills well through a range of fun, active games and the opportunity to spend time outdoors. The childminder takes children for trips to the local parks and beach. Every morning, children enjoy a yoga session with the childminder. They count down from 10 while they hold 'tree' or 'plank' poses. Attendance at weekly dance classes enables children to further develop their physical skills.
- The childminder has strong links with other early years settings and local schools and is a role model for early years professionals in the community. He makes time for his own professional development and regularly meets with other childcare professionals to discuss best professional practice. The childminder monitors his assistant's work, using professional observation and feedback. The childminder and his assistant attend regular training to keep their knowledge and understanding up to date. For example, they recently took a course on forest school education and communicating with children through signing. Consequently, children use signing in their daily communication and regularly enjoy activities with the childminder in nearby woodland.
- Children's behaviour is good. The childminder has high expectations for children's behaviour and conduct. When the childminder asks children to do something, such as when it is time to take off their outdoor shoes and wash their hands before snack time, they respond quickly. The childminder supports children to understand how their behaviour impacts on others through calm and supportive explanations. Children have positive attitudes to learning, demonstrated through high levels of curiosity and enjoyment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. He is secure in his knowledge of the possible signs of abuse, confident in the procedures to follow and knows who to contact to ensure that children are safe. The childminder attends online and face-to-face training to ensure his knowledge is up to date. He conducts daily risk assessments, indoors and outdoors, to ensure the premises are safe. The childminder ensures his home is clean and hygienic and cleans playrooms, toys and equipment every day.

What does the setting need to do to improve?

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

- provide children with more time to engage in activities to help them to develop their concentration even more

- develop activities to consistently provide older children with further challenge.

Setting details

Unique reference number	EY467276
Local authority	Somerset
Inspection number	10276663
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	10
Number of children on roll	14
Date of previous inspection	26 July 2017

Information about this early years setting

The childminder registered in 2013. He lives in Burnham-On-Sea, Somerset. The childminder works with one assistant and operates Monday to Friday, from 8am to 3pm, all year round. The childminder offers funded early education places for children aged two-, three- and four-years old.

Information about this inspection

Inspector

Victoria Jones

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 spoke with the childminder and children during the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and people living in their home.
- The inspector read feedback from parents during the inspection and took account of their views.

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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