

Childminder report

Inspection date: 12 April 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

The children have a strong bond with the childminder who has a kind and nurturing manner. Children are extremely happy and know that the childminder offers them guidance and emotional support. This makes children feel safe and secure.

Children learn how to look after their environment. For example, they tidy up and put their toys away when they have finished. They recycle any unused food and plastic. They know that they take soft plastic to recycle at the local supermarket. Children learn to respect the natural environment. For example, when they find a worm, they want to put it into their special worm garden. They plant seeds and know that these need watering to help them grow.

The childminder is very clear about the intent of her broad and ambitious curriculum. She leads planned activities to introduce opportunities for children to extend their individual skills and understand new concepts. For example, they excitedly pour paint on one side of the paper, fold it in half and then 'splat' the paint underneath by hammering with a mallet. They are amazed and proud of the beautiful results.

The children behave exceptionally well and have positive attitudes towards their learning. The children can choose their own activities at any time so they can explore their interests. The childminder knows the children very well. She meticulously plans further activities to prevent any gaps in learning and to support children when they need extra help.

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

- The childminder speaks clearly, with expression. She engages children in conversations, introduces new vocabulary and helps support their imaginative play by making suggestions. For example, she asks if children have their costumes when they pretend to go swimming. However, sometimes, the childminder does not respond explicitly to children's questions. As a result, some learning opportunities are not fully explored, for example, when children ask questions about the seedlings.
- In the garden, children choose to play with water. They skilfully use spoons and pipettes to fill bowls and cylinders with bubble mixture. They learn that when the mixture is too dilute it will not make bubbles but when more is added, it makes a film across the bubble wand. Younger children notice how the undiluted mixture moves slowly and is 'sticky'. Children excitedly make soapy puddles to jump in and watch as the bubbles race down the grout between the patio slabs. The childminder encourages children to estimate how much water they need to fill a cylinder. She indicates the level of 200ml on a graded jug. Children learn

about 'too much' and 'not enough' as they test out their predictions.

- Children love singing. They spontaneously sing songs, for example, one about 'bones' that they sing before their yoga sessions. They sing when they wash their hands and after story time, and also when they do different movements around the kitchen before snack. All these opportunities help children learn about rhythm and rhyme, remember tunes and sequences of words.
- The childminder takes the children on a variety of different outings which helps them learn about the wider community and the natural world. They visit local parks, toddler groups, nature reserves, places of interest and cafes. They learn about road safety and local landmarks on their walks to the local school. Through these experiences, children learn to recognise and accept differences in society.
- The childminder works closely with parents and has regular and effective means of communication. Parents enjoy sharing books that children borrow to read at home. Parents are involved in completing progress checks when their children are two years old. They find the process useful in helping them understand what to expect as their children grow and develop.
- The childminder regularly reflects on her practice and speaks to other childminders to share ideas for improving practice. She uses her training opportunities to build up her knowledge and make improvements or adaptations to her home, planning or resources.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good safeguarding knowledge about the signs and symptoms of abuse and neglect. She knows what to do if a child makes comments that give rise to concerns or if allegations are made against her. She is aware of other safeguarding issues that can have an impact on families. All risk assessment and risk controls are in place. The house is extremely hygienic and tidy so children can move about safely. They know they must wear a helmet when riding the balance bike in the garden.

What does the setting need to do to improve?

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

- use all opportunities to respond to children's questions in order to further their learning as far as possible.

Setting details

Unique reference number	EY428502
Local authority	Somerset
Inspection number	10280252
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	2 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 August 2017

Information about this early years setting

The childminder registered in 2011. She lives in Yeovil, in Somerset. The childminder offers childcare each weekday for 48 weeks of the year. She receives funding to provide free early years education for children aged two, three and four years. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Margaret Dobbs

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 inspector observed the interactions between the childminder and the children and assessed the quality of the education and the impact on the children's learning.
- The inspector and the childminder discussed a joint observation of a painting activity.
- The inspector spoke to the childminder and assessed the effectiveness of safeguarding and care procedures.
- The inspector spoke to children and took account of parents' views.
- The inspector looked at appropriate documentation.

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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