

Childminder report

Inspection date: 10 May 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 enjoy their time at this caring childminder's house. They receive a warm welcome and separate well from their parents and carers. The childminder has taken time to form strong relationships with children and their families. Parents report that their children look forward to coming to the setting. Children are free to choose which resources they would like to play with and confidently explore the environment. They receive reassurance and cuddles from the childminder when needed and feel happy and safe in her care.

Children behave well. The childminder supports children to learn how to make good friendships and how to play cooperatively together. She praises children when they are considerate and show respect for one another. For example, when she notices children being kind, she puts a leaf on a 'kindness tree' to reinforce this good behaviour. The childminder models good manners and praises children when they say please and thank you. This encourages them to be polite. Children show a positive attitude to learning. The childminder plans activities that she knows the children will like. This motivates them to join in, learn and make progress. Children show high levels of self-esteem. They praise their own achievements. For example, they shout, 'I did it!' when they succeed in rolling a ball of play dough.

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

- The childminder gathers information from parents about what their children can do before they start. She uses this knowledge, along with further assessments and observations, to plan what the children need to learn next. She provides activities that enable children to build on what they already know. This helps children to make good progress.
- The childminder gives children her undivided attention and constantly engages them in conversations. She skilfully introduces new words as children play to extend their vocabulary. For example, when looking at caterpillars, she uses words, such as 'cocoon', and uses language to compare size, such as 'small, smaller, big' and 'bigger'. However, sometimes in the childminder's enthusiasm, she gives too much information in one go, and asks too many questions in quick succession. Children are not always given enough time to process what is being said or think about their response. Consequently, children sometimes do not answer questions and miss opportunities to develop their critical thinking skills.
- Children develop their use of mathematical language and counting skills as they play. For example, during an activity where children were scooping rice into different sized containers, the childminder encouraged children to count how many scoops they need to fill a pot. However, at times, the childminder plans activities that are too difficult for the children. As a result, children lose focus because they are not developmentally ready for the activities.

- Parents praise the level of communication that the childminder provides. They feel well informed about what their children have been doing each day. The childminder gives daily updates to parents, both verbally and via an online application. She also arranges termly meetings to inform parents of their children's developmental progress.
- The childminder encourages children to be as independent as possible. At snack time, children cut their own fruit and butter their own crackers. They learn to put on their coats and how to wash their hands effectively. The childminder takes children to a weekly playgroup, so that they can experience playing with a larger range of children. This supports them to learn the skills that they will need when they move on to school.
- The childminder is passionate about the service that she provides. She regularly asks for feedback from parents and receives extremely positive responses. She acts on any ideas that they provide to improve her service. For example, as a result of a recent questionnaire, the childminder has started to provide a menu for parents, so that they know exactly what their children are eating each day. The childminder is keen to develop herself professionally. She is part of a childminding network, where she shares and receives ideas and resources. She also attends regular training sessions to keep herself up to date with developments in childcare practices.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify signs which may indicate that a child is being abused. She understands the procedures to follow should she have concerns about a child's welfare. This includes the action she must take if an allegation is made against a member of her household. The childminder performs daily safety checks around her house and risk assesses trips. She talks to children about the safety of different activities to teach them how to risk assess for themselves. For instance, she explains to children why it is important to stay seated when eating.

What does the setting need to do to improve?

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

- give children more time to think and respond to questions, and support their ability to listen attentively
- check that activities have a developmentally appropriate level of challenge for children, so they are able to fully engage in their learning.

Setting details

Unique reference number	EY490993
Local authority	Somerset
Inspection number	10285523
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	1 to 4
Total number of places	5
Number of children on roll	7
Date of previous inspection	9 October 2017

Information about this early years setting

The childminder registered in 2015 and lives in Frome, Somerset. She provides care from 7.30am to 6pm, Monday to Thursday, term time only. The childminder holds a childcare qualification at level 3. She provides funded places for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage 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.
- 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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