

Childminder report

Inspection date: 29 June 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 strong bonds with the childminder and her assistants. The adults caring for children are kind and nurturing. Children demonstrate that they feel safe and secure in their care. Younger children cuddle up to the childminder and her assistants when they are getting tired. Older children enjoy playing games with the adults who care for them. They play imaginatively together, pretending to have a café in the garden where children sell food and drinks to the childminder and her assistants. The adults talk about health foods, supporting children's awareness of healthy options.

The childminder provides an ambitious curriculum that focuses on children's interests and the areas of learning. She aims to help children to be confident, to thrive and to be prepared for starting school. Children are confident and keen to explore and join in with activities on offer. For instance, they thoroughly enjoy getting messy as they play with the coloured foam and search through it to see what they can find hidden inside. Children develop good friendships within the setting. They eagerly look forward to seeing their friends as they arrive. Children behave very well. They have a good understanding of the boundaries and routines in place. They learn to share and take turns with the resources. The childminder and her assistants support this by using timers so it is fair for all children.

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

- The childminder and her assistants know the children well. They spend time observing children and assessing their progress so that they can plan using children's interests. The childminder and her assistants interact with children well. They use children's interests to engage them in conversations and to support their play further. Children recall past learning. They remember when they had caterpillars and they turned into butterflies. Children talked about letting the butterflies go and how they landed on the lavender plants in the garden.
- Children learn to be independent and manage their personal care needs well. Babies confidently feed themselves, then wipe their own hands and faces. Older children put on their own shoes to go out to play. The childminder and her assistants encourage children to learn to problem-solve and to manage situations independently. For instance, when children try to put together the balancing beams, they persevere as the childminder encourages them to consider how the pieces go together. This helps children to be confident in their abilities and prepared for the next stage of their learning.
- Overall, the childminder and her assistants promote children's language and communication skills well. They model language and consider children's understanding when asking questions and having conversations with them.

Children enjoys stories and confidently share their news. However, although the childminder recognises that some of the younger children have problems with the pronunciation of words and lack clarity in their speech, she has not considered how to support children further to pronounce words more clearly.

- Partnerships with parents are strong and well established. The childminder works closely with parents to keep them informed about their children's progress, and she offers support to families who need it. Parents comment that they are very happy with the care that their children receive. They say that the childminder helps them to understand their children's development so that they can support their children's learning at home.
- The childminder and her assistants promote a healthy lifestyle for children. Children have lots of opportunities to play outdoors, be physically active and develop their gross motor skills. Children enjoy climbing, riding on the bicycles and using the ride-on cars. They use the balance beams to develop their core strength as they try to keep their balance. Older children help the younger children to play games, such as basketball and catch. Children know how to follow good hygiene practices and they wash their hands before meals and after playing outside.
- The childminder and her assistants follow a clear routine so that children are familiar with the plan of the day and know what to expect when. Children enjoy group activities where they have stories and play games together. However, the childminder and her assistants do not consider that the younger children often disturb older children as they try to listen and concentrate.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants place a high emphasis on keeping children safe. They recognise their responsibilities to monitor children's well-being. The childminder and her assistants have a good understanding of how to identify when a child may be at risk of harm. They know the procedures to follow to report any concerns. The childminder provides a safe environment. She talks to children about dangers so that they learn to keep themselves safe as they play. Children learn how to walk sensibly as they come back from school and how to cross the road safely.

What does the setting need to do to improve?

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

- provide more support to help the younger children to develop their pronunciation of words and clearer language
- develop the organisation of group activities to provide older children with more opportunities to concentrate and focus without disruptions.

Setting details

Unique reference number	EY365437
Local authority	North Somerset
Inspection number	10299130
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 7
Total number of places	18
Number of children on roll	23
Date of previous inspection	13 January 2020

Information about this early years setting

The childminder registered in 2007 and lives in Weston-super-Mare. She operates Monday to Thursday, from 8am to 6pm, all year round. The childminder employs four assistants, working with two of these at any one time. She holds a childcare qualification at level 5 and receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued 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 she ensures that 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 talked to the assistants, parents and children at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the childminder.

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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