

# Childminder report

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Inspection date: 4 July 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 enter the setting with excitement. They build strong attachments with the childminder and demonstrate that they feel safe in her home. Children make good progress with their learning. The childminder provides an ambitious curriculum and has high expectations for all children. Children talk with their friends as they make 'potions', using coloured water and petals. The childminder encourages children to learn about numbers by counting how many drops of water they add to their potions. Children then look for numbered stones hidden in the water to match with the number of drops. Children learn through play, and the childminder uses effective teaching methods, such as questioning, to support their learning.

The childminder encourages children to talk about their emotions as they play. Children say that they feel happy. Children make choices about their play. For example, when it rains, the childminder asks what they would like to do. The children decide to put on their coats and play in puddles. They behave well and listen to the childminder's instructions when she tells them that it is time to come inside and get dry.

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

- The childminder identifies children who need extra support with their learning. She puts plans in place to support them. For example, she provides home learning activity packs for children. These are similar to the activities she offers in the setting, to allow children to continue this learning at home with their families. The childminder has found this to be beneficial in supporting children to make good progress.
- The childminder provides a range of learning opportunities outside of the setting. She takes children to forest school sessions and childminder groups so that they can meet and interact with different people and experience new activities. Children demonstrate that they are confident with unfamiliar people in the setting.
- Children are learning to manage their self-care needs. The childminder teaches them how to wash their hands and reads stories to reinforce the importance of handwashing. Children show great enthusiasm as they demonstrate what they have learned by regularly going to wash their hands after using a tissue. Children learn the skills they need for the next stage of their learning.
- Children have lots of opportunities to be physically active. They enjoy climbing on apparatus and using the swings. The childminder teaches children how to move their legs backwards and forwards to operate the swing. Children are proud to show that they can do this independently.
- Parents say that they are happy with the level of communication they receive. They know what their children's next steps in learning are and appreciate

regular meetings with the childminder to discuss their children's progress.

- The childminder reflects on her practice and has made changes to improve the areas children play in. Children can access some resources easier, and the childminder has created a calm corner to support children if they become overstimulated.
- Children enjoy looking at photo books of themselves and their families. They point out and name familiar people. This helps them to develop their sense of self as they share these with the childminder and their friends.
- The childminder demonstrates to children how to operate tools. For example, children benefit from experimenting with pipettes and syringes during water play. This helps to strengthen their small-muscle skills. However, the childminder's provision for literacy does not always extend further to allow children opportunities to freely experiment with mark making to improve their early writing skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children in her care are safe and well supervised. She has detailed knowledge of safeguarding and accesses regular training. The childminder understands the signs and symptoms that may indicate a child is at risk of abuse or neglect. She knows where to report any concerns about children's well-being. The childminder's home is safe and secure. She thoroughly risk assesses her home and garden to minimise hazards.

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

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

- provide more opportunities for children to independently explore mark making so that they strengthen their early writing skills.

## Setting details

<b>Unique reference number</b>	EY492661
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10298804
<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>	2 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Yeovil, Somerset. She operates all year round from 8am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Catherine Parker-Johns

### 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 inspector observed the interactions between the childminder and the children.
- The inspector spoke with parents and read written testimonials about their views of the childminder.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- The childminder showed the inspector the premises and discussed how safety and suitability are assured.
- The inspector sampled key documentation made available at the inspection.

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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