

# Childminder report

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Inspection date: 18 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 are very comfortable and happy at the childminder's home. They move around the setting with confidence and access toys and resources on offer. Children actively engage the childminder in their play, reflecting a strong bond and mutual trust. For instance, children delight in role-play activities such as pretending to celebrate a birthday. They enthusiastically slice pieces of a toy cake, sharing them with the childminder.

Children feel safe in the childminder's care and demonstrate high emotional well-being. They benefit from the childminder's regular, enthusiastic praise and encouragement when finding tasks challenging. Children behave well. They listen to the childminder intently and benefit from the clear instructions he provides.

Children make good progress in their learning and development. The childminder plans activities that follow children's interests and build on what they already know and can do. For example, children enjoy constructive play. The childminder encourages them to be creative and build their own models. Children engage eagerly and develop their ideas. The childminder skilfully extends children's learning by encouraging them to estimate how many blocks they think they need for their models. In the end, children enjoy talking and describing their creations, practising their own language abilities.

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

- The childminder understands the importance of developing young children's language. He models language and encourages children to initiate conversations around their play ideas. The childminder uses open-ended questions, which gives children opportunities to think for themselves and develop their communication skills.
- The childminder uses his curriculum plan to engage children in a variety of learning experiences. Children take part in imaginative role play, create stories around small-world models, and enhance their physical skills through, for example, ball games. However, there are times when the childminder does not adjust his planning of group activities to suit the varying needs and abilities of younger children. This impacts on their opportunity to fully explore and enjoy the learning environment.
- The childminder skilfully introduces mathematical concepts into children's play by introducing terms such as 'big' and 'small'. In addition, he encourages children to independently evaluate the height of their building towers and supports them to use mathematical language. This helps children to gain confidence in their mathematic abilities from an early age.
- The childminder promotes children's independence skills. He encourages children

to adhere to hygiene practices, such as washing their hands on their own. Children take pride in having the responsibility of preparing their own fruit for snack, which they happily share with their peers. The childminder maintains vigilant supervision during such activities, using the opportunity to teach the children how to use equipment safely.

- The childminder endeavours to prepare children for the next stage in their education. He promotes children's joy for reading, which in turn nurtures children's affection for stories. However, the childminder does not always encourage the most able children to develop their early literacy skills, such as letter recognition, to enhance their learning potential.
- Parents speak highly of the childminder. They express satisfaction with the level of care their children receive. They especially appreciate the wide range of outdoor activities their children get to enjoy. Additionally, they find comfort in the consistent updates the childminder provides about their children's development.
- The childminder plans regular outings to local spots, such as parks, zoos, and nature reserves, sparking children's curiosity about the natural world. The childminder engages children in activities, such as planting seeds, to foster an understanding of growth, transformation, and the life cycle of living things.
- The childminder actively builds relationships with other local childminders, exchanging ideas and best practices. Additionally, he seeks out and participates in training opportunities to continually enhance his professional skills and knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding practice. He ensures that the environment is organised and completes daily visual risk assessments, particularly of the garden, to promote children's safety. The childminder updates his knowledge with regular safeguarding training. He recognises the signs and symptoms of abuse and understands the procedures he must follow in the event of a concern for a child's welfare. The childminder is aware of necessary procedures in the event of an allegation made against him or a household member.

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

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

- review the planning of group activities to reflect the different needs and abilities of children, particularly the younger ones, to increase their level of engagement
- enhance older children's literacy skills, with a particular focus on supporting the most able children to recognise letters and sounds.

## Setting details

<b>Unique reference number</b>	EY410342
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10299889
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 January 2018

## Information about this early years setting

The childminder registered in 2010. He lives with his wife, who is also a registered childminder, in Portishead, North Somerset. Childminding takes place Monday to Friday, between 7.30am and 6pm, for most weeks of the year. The childminder holds a home-based childcare certificate at level 3. He is in receipt of funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Stella Orfanidou

## 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 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.
- Children communicated with the inspector during the inspection.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder 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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