

Childminder report

Inspection date: 15 August 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	GoodGood
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What is it like to attend this early years setting?

The provision is good

The curriculum is well designed to provide children with a range of experiences that support their interests and next steps in learning. Young children happily explore the play space and make choices about their learning. They choose the musical instruments and understand how to play them. They confidently bang and swipe the mallet to make different sounds on the xylophone. They relish the praise they receive from the childminder as they copy her actions.

The childminder and her assistant help children to build on their previous learning. For example, when toddlers show an interest in bugs in the book, the assistant reminds children when they have used magnifying glasses to explore nature. Children continue their learning, for instance looking for creatures in the garden. They show they know where to find them by lifting up stones carefully.

Children play nicely together. They use a range of tools while playing at the toy workbench, taking turns well. The assistant praises the children when they use the screwdriver successfully to tighten the screw, building high levels of self-esteem. The assistant commentates well as she demonstrates how to wear the goggles. She explains their purpose and helps children understand how this helps them to keep safe.

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

- The childminder and her assistant take time to get to know the children. They use their observations and assessments well to understand what children know and what they need to learn next. They plan the curriculum effectively, providing children with a wide range of experiences. This includes using toddler groups and outings to support children's social skills following the COVID-19 pandemic.
- The childminder skilfully uses her interactions to support children's learning. For example, babies enjoy a turn-taking game with the childminder. Babies persevere to post the shapes through the holes and show excitement when they achieve. When a friend removes the shape sorter, babies make it known that they are unhappy. The childminder is quick to acknowledge how babies' feel, helping them to learn about their emotions.
- Overall, the childminder and her assistant support children's communication and language skills well. For example, they commentate on children's actions, repeat language and introduce new vocabulary. However, they sometimes refer to 'doggies', 'crispies' and 'armies', for example, which does not model language accurately.
- Toddlers show curiosity in how cars descend the ramp and repeat their actions. The childminder interacts well to encourage toddlers to explore the colours and count the vehicles. However, when children choose larger vehicles that will not

fit on the ramp, the childminder is too quick to guide children so that they do not have the chance to investigate and test their ideas.

- Children have a good sense of belonging and learn to be independent. Babies shuffle towards their bag to find their drink, knowing when they are thirsty. Toddlers enjoy the responsibility of finding their boots and putting them on independently when they decide to play outside.
- Children form strong bonds with the caring childminder and her assistant. They receive reassurance when they are unsure about the inspector, and have cuddles when they become tired. Children build strong friendships with their peers and miss them when they are absent, seeking their photo for comfort.
- Children learn to understand the rules in place to keep them safe. For example, those children who are sitting nicely at the table to eat receive praise. They receive clear explanations to help them understand the possible consequences, such as choking. The childminder and her assistant communicate effectively with each other. For example, when the assistant needs to attend to a child, she informs the childminder so that she can step in and supervise children closely as they eat.
- The childminder works closely with parents to ensure that she gathers essential information to help children settle quickly. This helps her to meet their care needs successfully. For example, the childminder recognises signs when children become tired and knows which comforters they need.
- The childminder and her assistant have a positive attitude to ongoing training and having professional discussions to improve their practice. They constantly evaluate and identify ways to improve, such as making age-appropriate books for the youngest children more accessible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder uses her risk assessments well to minimise hazards and provide a safe and secure environment for children to play, especially with regard to the family's dogs. She gives high priority to keeping children safe on outings. The childminder and her assistant attend regular training to ensure that their safeguarding knowledge is up to date. Both have good knowledge of the possible signs that a child is at risk of harm. The childminder understands her responsibilities to record and report any concerns about a child to appropriate agencies.

What does the setting need to do to improve?

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

- model language accurately to help young children and babies hear and repeat new vocabulary

- give children time to test their ideas and develop their thinking skills.

Setting details

Unique reference number	EY288667
Local authority	North Somerset
Inspection number	10303465
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	26 January 202226 January 2022

Information about this early years setting

The childminder registered in 2004 and lives in Portishead, North Somerset. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder regularly works with an assistant. She holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder joined the inspector on a joint observation and discussed the intent and implementation of a group story time.
- The inspector observed the childminder and her assistant's interactions with children as they played and discussed their learning.
- The inspector conducted professional discussions with the childminder and her assistant.
- A sample of documentation was discussed and observed.

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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