

Childminder report

Inspection date: 10 January 2024

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

The childminder plans an ambitious curriculum and, overall, implements it effectively. She ensures an inclusive environment and plans the activities and her support well, to meet the diverse needs of all the children. For example, children manipulate dough, using their hands and a range of tools. Young children explore the texture and learn descriptive words, such as press, squeeze, and roll. This helps them to match their words to actions, giving context to its meaning. Older children persevere with skills, such as rolling out the dough, using cutters and scissors to effect change. This strengthens their hands ready for writing.

Children are confident in the childminder's home and eager to take part in the exciting range of activities. Through the childminder's clear and consistent messages young children, and those new to the setting, quickly develop an impressive awareness of the childminder's high expectations. For example, by copying what the older children do, they learn to sit and pay attention to stories.

The childminder has a good understanding of what motivates each child she cares for. She plans her environment successfully, which engages children's curiosity and helps them to settle immediately. Children are happy to see each other and the childminder. She ensures children feel safe and secure, enabling them to concentrate on their learning.

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

- The childminder continues to keep herself up to date with changes in regulation. Although the childminder failed to inform Ofsted of a change to her circumstances, which is a requirement, this does not impact on the children. She has a good understanding of what else she should inform Ofsted about.
- The childminder does online training with another experienced childminder, to reflect on good practice and discuss new initiatives. For example, she has refreshed her understanding of child development, to help her identify any gaps in children's learning more successfully. She continues to update and extend her knowledge.
- Parents confirm how the childminder builds positive relationships with them and other providers their children attend. The childminder uses her observations and discussions with parents successfully, to know what children can already do and what they need to be learning next. Overall, she plans well to ensure each child makes good progress. However, on occasions, she does not fully implement her plans to support older children's mathematical development.
- Children have warm, strong relationships with the childminder and each other. They have positive attitudes to learning and want to succeed. For example, young children persevere with opening different locks and older ones screw a lid

onto a jar. The childminder provides repetition and gentle encouragement, helping children to find solutions to problems and build their skills over time.

- Older children become independent in managing their personal needs. All children help to tidy up and learn to look after their environment. The childminder provides just enough support to enable children, from an early age, to manage tasks without getting frustrated. Snack time is a social occasion and children learn to use cups and feed themselves. However, the childminder does not always make full use of the experience to extend children's skills and learning.
- Although the childminder does not use her garden, due to issues with access, children have daily opportunities to be active and develop their large-muscle skills. For example, they show increasing control and coordination as they take part in music and movement activities and learn to use large equipment at the nearby park. The childminder teaches children safe practices, so that they have an important understanding that some boundaries are in place to keep them safe.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the implementation of planning to provide greater support for older children to develop their mathematical skills
- extend the use of daily routines to promote children's independence and next stages of learning even further.

Setting details

Unique reference number	142281
Local authority	Somerset
Inspection number	10311774
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 April 2018

Information about this early years setting

The childminder registered in 2001. She lives in Frome, Somerset. The childminder provides care from 8am until 6pm Tuesday to Friday each week, throughout the year. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 spoke to the inspector and parents shared their observations of the childminder in writing. The inspector took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.

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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