

Childminder report

Inspection date: 1 February 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, which has a positive impact on children's development. She helps children to become independent, building their confidence step by step to manage tasks for themselves. For example, young children start by taking their boots and coats off when they come indoors and gradually manage more. Older children confidently find their belongings and put them on and take them off independently, including doing up the zip.

Children are happy and eager to participate in the activities, developing a positive attitude to learning. Babies cooperate with nappy changing because the childminder provides good interaction, helping them to feel safe and secure. The childminder is gentle and makes eye contact as babies snuggle up to her to have their bottle.

The childminder plans her environment and activities effectively. Young children enjoy a wide range of sensory experiences, such as exploring the footprints that toy animals leave in sand and seeing the marks they leave behind in foam. Children safely gain a first-hand knowledge of the working farm, and the childminder uses their fascination to extend their learning. For example, she challenges older children to predict how many cows they can see and have a go at counting them.

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

- The childminder monitors children's development well. She seeks crucial information on children's starting points from parents. This means that she knows what they can do and what they need to learn next, enabling her to plan a motivating range of experiences that are based on children's individual development needs. However, she does not always recognise young children's preferred ways of learning and use it to build on their interests, to develop their curiosity and encourage them to investigate their ideas further.
- The childminder, her co-childminder and her assistant focus well on children's prime areas of development. For example, they engage older children in good discussions, helping with mispronunciations and encouraging them to use a wide range of descriptive words, such as squirrels have 'bushy' tails. They check children's knowledge through good open-ended questions and extend their vocabulary. However, on occasions, the adults miss quieter and younger children trying to join in.
- The childminder provides a good range of activities for children to develop their physical skills, such as using tools with play dough to strengthen their fingers for writing. They climb and develop good coordination in the extensive grounds. Babies safely pull themselves up on furniture, developing muscles in their legs for walking. The childminder challenges older children effectively, such as picking

up small items with pincers.

- Children have lovely relationships with the childminder and each other. Young children are kind and helpful because older children are good role models. For example, when children are concerned about having messy hands, others get them a flannel. Children demonstrate their confidence in the setting. They appropriately voice their opinions, make choices and show their understanding of routines and expectations.
- The childminder evaluates her own professional development successfully and continues to extend her knowledge and skills to provide greater support for children. For example, she has attended training in communication to help those who require additional support with speech. In addition, she has extended her knowledge of helping children to manage their emotions.
- Good partnership with parents helps to support learning at home and enables the childminder to provide consistent care and learning to benefit the children. For example, they work together over potty training and preparing children for school. Many parents confirm the good exchange of information and comment on how well their children have progressed with the childminder.
- The childminder supports her assistants effectively. She ensures that they all attend safeguarding training, hold paediatric first-aid qualifications and understand food hygiene to protect and promote children's welfare. The childminder provides good leadership, helping them to meet children's individual needs successfully. For example, she asks them to prepare a snack for children who have woken early that morning.

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:

- strengthen awareness of engaging younger and quieter children in group discussions to extend their communication skills even more successfully
- adapt planning and activities to focus more sharply on young children's preferred ways of learning to build on their interests and help them investigate further.

Setting details

Unique reference number	EY244819
Local authority	Somerset
Inspection number	10317359
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 10
Total number of places	12
Number of children on roll	36
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2002. She lives on a working farm in the village of Middle Chinnock, which is located between Yeovil and Crewkerne, Somerset. The childminder works with another registered childminder and one of her assistants at a time. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder and her co-minder hold early years qualifications at level 3. She provides funded early education for two-, three- and four-year-old children.

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 provided the inspector with a sample of key documents. She showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The inspector discussed with the childminder how she organises the early years provision and how she plans her curriculum.
- The inspector observed activities and routines, indoors and outdoors, and the impact this was having on children's development.
- Children spoke to the inspector, and some parents shared their observations of the childminder in writing. The inspector took account of their views.
- The childminder and the inspector observed an activity and discussed the quality of teaching and 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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