

# Childminder report

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Inspection date: 25 January 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| 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 |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children thrive in the care of the childminder and her assistant. They are happy, settled and share warm and close relationships with adults and children alike. Children of all ages play well together. They share books and enjoy listening to stories as they talk about the pictures and characters, turning the pages of the book carefully.

The childminder and her assistants get to know the children well. The childminder plans a broad curriculum, which supports children to make good progress. Children are well prepared for the next stage in their learning, including starting school. For example, the childminder encourages the children to count the pieces of banana as she prepares the children's snack. She introduces fractions as she talks about cutting the banana in half, to help extend children's mathematical knowledge.

The childminder and her assistant are good role models and support the children to show respect and awareness of others. Children excitedly engage in activities and have a positive attitude to learning. They recognise numerals and identify colours. They practise holding pens and pencils in preparation for early writing.

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

- Children gain a love of books and stories. The childminder reads stories to the children and encourages them to think about their feelings and emotions as they show their sad, grumpy, or smiley faces. They enjoy warm interactions with the childminder's assistant as they share stories, squealing with delight as they push buttons in a book to make noises that correspond with the text in the story.
- Children use their imagination well as they dance and move in time to music. They laugh and smile as the childminder praises them for good dancing. This successfully boosts their confidence and self-esteem.
- Children count as they join in with counting rhymes and songs. They jump up and down and hold their fingers up to show how many potatoes there are as they begin to make simple calculations. The childminder says, 'good counting' and the children smile with pride. The childminder introduces words such as 'big' and 'little' to support children's understanding of size.
- Children enjoy being creative. However, occasionally, the childminder does not differentiate the activities well enough to meet the needs of the younger children. For example, during the inspection, older children colour pictures and begin to write numbers. This does not capture the interest of the younger children as well and as a result they lose interest and draw on the table and their hands.
- The childminder and her assistant constantly talk to the children, engaging them in conversations and modelling new vocabulary, such as 'anchor', when exploring

the current theme of pirates. They repeat words back to the children and build on their learning. However, occasionally, the childminder talks quickly and asks questions in quick succession without giving children the opportunity to think about what she has asked of them and to answer her.

- The childminder monitors her assistant's practice and identifies any training needs. They keep their mandatory training up to date, such as safeguarding. They use their experience and knowledge to plan a wide range of learning experiences which children enjoy and build on what they already know and can do.
- Children behave well and follow the rules and expectations of the childminder. The childminder gently reminds children to use good manners and encourages them to use please and thank you.
- Children learn about a healthy lifestyle. They follow thorough hygiene routines and understand the reasons why good hand washing is important. They have good opportunities to get daily exercise and benefit from fresh air in the garden and the local area.
- Partnerships with parents are good. The childminder works closely with parents to meet children's individual needs. She finds out information about children's routines and keeps parents up to date with what their children are learning and what they need to do next.

## **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:**

- give children the time that they need to answer questions to build on their vocabulary further
- use the good knowledge they have about younger children more to tailor activities to consistently meet individual needs.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 141924                                                                            |
| <b>Local authority</b>                             | Somerset                                                                          |
| <b>Inspection number</b>                           | 10317406                                                                          |
| <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> | 0 to 3                                                                            |
| <b>Total number of places</b>                      | 12                                                                                |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 21 May 2018                                                                       |

## Information about this early years setting

The childminder registered in 1993. She lives in Bridgwater, Somerset. The childminder provides care from Tuesday to Thursday, all year round. The childminder is in receipt of funding to provide early education for children aged two, three and four years. The childminder works with an assistant.

## Information about this inspection

### Inspector

Michelle Heimsoth

### 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 childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on personal, social and emotional development.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.
- The inspector viewed relevant documentation.
- The inspector read written feedback from parents.

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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