

Childminder report

Inspection date: 6 July 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 childminder has carefully considered the curriculum and how she can best support children following the COVID-19 pandemic. She provides many opportunities for children to socialise with other children and build friendships. Children are beginning to listen and focus for short periods, for example, as they explore the 'attention bucket'.

Children benefit from a well-resourced learning environment, where they happily make choices about their play. For example, the childminder understands that some children like to transport materials. Therefore, she provides resources in the mud kitchen to facilitate this style of learning. Children use language well to talk about what they are doing and respond to the childminder's questions. Children investigate which containers will fill the large bowl the fastest and test their ideas. They persevere, for example, to manipulate the syringe. Once finished, children splash in the bowl with a big grin.

Children enjoy familiar routines, which help them to gain a good sense of belonging. They find their photo and/or their name to self-registrate. They listen to the letter names and sounds, and older children match their initial letter to gel letters with confidence.

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

- The childminder gains essential information from parents when children start at the setting. She uses this information, her ongoing training and observations of children's learning to provide a well-designed curriculum. This builds on what children know and need to learn next. For example, the childminder uses repetitive activities, such as 'beat baby' and rhymes from the poetry basket the children have explored at their toddler group, for children to practise new skills. However, on occasion, the childminder does not always encourage younger and less-confident children to be fully engaged in activities, such as completing the weather board.
- The childminder engages well with parents to share any gaps in children's learning so that these can be supported at home and at the setting. She monitors children's progress efficiently and provides activities to help them, such as providing opportunities for them to climb and balance to support their larger movements.
- Children love exploring the water. The childminder interacts well, for example, she adds fish to re-engage children who have wandered off. Children talk about the colours and the childminder corrects them sensitively to build their vocabulary. Children count the fish, with help from the childminder, and recount to test whether they are correct.

- At times, the childminder does not encourage all children to think critically and solve problems for themselves. For example, she does not help children to think how to mend the broken liner of the pushchair so that they can do it for themselves next time.
- Children are kind to each other and pass wellington boots to their friends when it is time to play outside, for which they receive praise. The childminder manages any minor disputes well. She provides children with clear explanations when they try to take toys from each other. She capably distracts children and redirects their play to allow other children to play with the clothes pegs.
- Overall, children have good opportunities to become independent. For example, they pour their own drinks and older children prepare their snack, learning to handle the knife safely. However, younger children are not always given the same opportunities to have a go, with support from the childminder, to develop their skills.
- Children form strong bonds with the childminder, who knows them well. They receive cuddles, reassurance and praise to support their emotional well-being successfully.
- The childminder ensures that she meets children's care needs successfully. She works closely with parents, reviewing healthcare plans regularly. She is vigilant and knows what to do should children's health deteriorate. The childminder maintains good hygiene, for example, when changing nappies. Children learn the importance of washing hands before they eat, and they eat healthily.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her training regularly to enable her to have good understanding of the indicators that a child is at risk of harm, such as from county lines or domestic violence. She understands the procedure to follow should she have a concern about a child. The childminder uses her risk assessments to provide a safe and secure environment for children to play. She regularly reviews and adapts her risk assessments to maintain children's safety. The childminder implements her procedures well, for example, to ensure that children are collected by known, suitable and authorised adults.

What does the setting need to do to improve?

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

- give children time to solve problems for themselves to help them develop critical-thinking skills
- support younger and less-confident children to be fully engaged in their learning and to further their independence skills.

Setting details

Unique reference number	2502810
Local authority	North Somerset
Inspection number	10301829
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	6
Number of children on roll	13
Date of previous inspection	4 August 20214 August 2021

Information about this early years setting

The childminder registered in 2019 and lives in Worle, North Somerset. The childminding service operates daily, throughout the year. The childminder is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The childminder discussed the early years curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and spoke to children as they played.
- The inspector read written testimonials from parents and considered their views.
- 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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