

Childminder report

Inspection date: 18 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children feel secure in the childminder's care. They awake from sleeping, happy to be in the childminder's company and share warm, close relationships with her. Children benefit from the childminder's good knowledge of their care needs and routines from home. They excitedly explore and investigate resources and engage in play, such as experimenting with the sounds that different musical instruments make. They develop high levels of self-esteem as the childminder uses praise effectively, to encourage and build on children's self-confidence.

Children behave well. The childminder uses effective strategies and positive language to encourage children's good behaviour. For example, the childminder says 'well done' as children make marks on paper, as they copy what she is doing. Children respond with smiles, showing they are proud of their achievements.

The childminder has adapted her practice to help keep children and families safe throughout the COVID-19 pandemic. Parents drop off and collect children from the door to minimise contact. The childminder ensures good communication, so that the parents still feel fully involved in their children's learning. She provides parents with regular updates about how their children are progressing and how they can support their children's learning at home.

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

- The childminder plans an engaging curriculum and provides a wide range of activities to support children's next steps in learning. She understands the benefits of children getting plenty of exercise and fresh air. Children have good opportunities to play outside and enjoy outings to places of interest.
- The childminder knows the children well. She engages them in conversation as they play and introduces new words, such as 'big, small' and 'heavy' as children explore different sized balls. However, the childminder does not always pronounce words correctly. For example, she uses 'ducky' rather than duck or 'handy' rather than hand.
- Children develop a love of singing, as the childminder sings with the children throughout the day. They begin to learn about melody and rhythm as they move their bodies in different ways. The childminder introduces names of instruments, such as drum and guitar. She praises the children as they bang the drum in their attempts to make music.
- The childminder supports younger children well to develop their physical skills and become more mobile. She provides lots of opportunities for children to pull themselves up safely and begin to cruise around the furniture. Babies smile as they hold the childminder's hand and practise taking steps, strengthening their muscles in preparation for when they begin to start walking.

- The childminder continually talks with the children as they play, introducing mathematical language and extending their learning. She names the different shapes as she draws them on paper, such as circle and triangle. She counts in routines and activities and encourages children to recognise colours to extend their learning further.
- The childminder works well in partnership with parents. Parents comment positively on the childminder's provision. They comment that she has a wonderful nurturing nature and compliment her on how she keeps their children entertained.
- Children develop a good understanding about the importance of keeping themselves healthy. The childminder provides healthy snacks and breakfast, if required. She talks to children about eating five fruit or vegetables a day and the importance of not drinking sugary drinks. However, the childminder does not consistently encourage good handwashing routines.
- The childminder regularly reflects on her practice and reviews her provision. She looks at different ideas to extend children's learning opportunities and build on their knowledge and understanding further. The childminder has a passion for music and has completed short courses on how to teach children about melody and rhythm in music and acting. She has expressed an interest in learning more about children's speech and language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear on her role and responsibilities to keep children safe. She has good knowledge of child protection issues and can recognise the signs or symptoms, which may be a cause for concern. She knows what to do if she has a concern about a child in her care. She completes thorough risk assessments on her home and for the outings that she takes with children to minimise risks and help ensure their safety. The childminder always supervises children appropriately and talks to older children about ways in which they can keep themselves safe.

What does the setting need to do to improve?

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

- ensure thorough hygiene routines are followed consistently, particularly around handwashing
- use the correct pronunciation of word consistently to help babies' early language development.

Setting details

Unique reference number	2504756
Local authority	Somerset
Inspection number	10204347
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Frome, Somerset. She operates Monday to Friday for most of the year.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises. She discussed her intentions for children's learning and the curriculum that she provides.
- The inspector spoke to the childminder at appropriate times during the inspection. She observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector took account of the parents' views by reading their written feedback.
- The inspector spoke to the children during the inspection.
- Relevant documentation was reviewed by the inspector, including qualification certificates.

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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