

Childminder report

Inspection date: 24 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children move freely around the ground floor and garden of this clean, safe and well-organised home. Children are very happy and show strong attachments to the childminder. They look to her for guidance and emotional support, which shows they feel safe and cared for. Children respond positively to the childminder's high expectations of their behaviour. Children can choose from a wide range of resources and enjoy seasonal activities, such as Halloween, including playing with pumpkin seeds as they pretend to make pumpkin soup.

The childminder knows the children very well. She plans activities that follow the children's interests so that they are motivated to learn and can achieve their next steps. For example, she provides models of bones and a skeleton book, so that children can learn more about their bodies. Children benefit from trips into the community, such as parks and the beach. Children excitedly recall going crabbing and seeing the boats. They also visit a nearby adventure park to learn about different animals. Parents praise the childminder highly for how well she supports their children's progress and well-being. They are pleased to receive updates about the daily activities and healthy lunches provided.

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

- The childminder is skilful at introducing new vocabulary at every opportunity as children play. For example, she uses the word 'reflection' when children are reading about a mirror and when they see themselves in a puddle outside.
- The childminder encourages children to talk about why things happen and what might happen next. For example, when water spills on top of the mud kitchen, the childminder challenges children to explain what is happening to the water as it drips underneath. The children excitedly watch the 'waterfall' and find more water to pour down to make it happen again.
- The childminder talks about different sizes and shapes and reinforces the word 'square' when children build towers with square wooden shapes. She invites children to count things as they play, for example the number of times they can hit a balloon. Children confidently use counting at other times, for example when they attempt to count the number of pumpkin seeds in the 'soup'.
- The childminder supports the children's independence skills as they learn how to put on their boots and coats. The children show how pleased they are when they can do it by themselves. This helps promote their self-esteem.
- As part of a promotion about oral health, the childminder provides activities about cleaning teeth with a brush and the children learn about a visit to the dentist. Children demonstrate their learning by saying they only drink water at snack time to look after their teeth.
- Children are confident, behave very well and listen carefully to instructions. The

childminder explains to older children that sometimes younger children do things differently. This helps children understand about their own abilities and they learn to be patient, kind and helpful to others.

- Through a self-evaluation process, the childminder identifies and accesses online training to further her own professional development. Although the childminder is clear about the learning intent of activities for older children, she is less confident in adapting the curriculum for the youngest children.
- The childminder has close ties with the local primary school and speaks with the reception teacher about the knowledge and skills children need to learn so that they can thrive in the next stage of their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of safeguarding. She has regular training in child protection, including the 'Prevent' duty. The childminder knows the signs and symptoms of abuse and neglect and how to deal with a disclosure. She is aware of who to contact if she has any immediate concerns and what to do in the event of an allegation. She knows who to contact and notify in the case of a serious accident. The childminder conducts rigorous risk assessments in the home and ensures children are always in her sight, including when they take naps. She meets up with another childminder when on outings to enhance the children's safety.

What does the setting need to do to improve?

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

- develop ways to reflect on practice and identify professional development opportunities to further strengthen teaching skills
- increase the activities and resources on offer to further extend the learning opportunities for the youngest children.

Setting details

Unique reference number	2581491
Local authority	North Somerset
Inspection number	10249102
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 4
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Weston-super-Mare, North Somerset. The setting is known as 'Little Giggles' and opens from 8am to 5.30pm on Mondays, Tuesdays, Wednesdays and Thursdays, all year round. The childminder is eligible to receive early years funding for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 the provision, including their aims for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector held conversations with children during the inspection.
- The inspector looked at relevant documentation.

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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