

Childminder report

Inspection date: 25 April 2024

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

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her co-minder have embedded an ambitious and varied curriculum. Children thrive in their development. The childminder revisits previous learning, for example testing children's knowledge about the life cycle of a dandelion. Older children begin to understand these concepts and they question, 'Did it die?' Children show a deep level of learning as they independently recall how to plant seeds. They develop strong fine motor skills using spades to meticulously dig small holes for their seeds. Children develop excellent relationships with their peers and confidently engage and help each other, saying, 'We do it like this.' Children show awareness of their own safety and that of others. They remind each other, 'Don't put them in your mouth or they will hurt your tummy.'

The childminder and her co-minder place a strong focus on children's well-being. Children begin to unwind and calm themselves before lunchtime as they develop strategies to self-regulate through mindfulness. The childminder supports children to recognise how they feel and what is happening to their bodies during this process. She says, 'Our hearts will slow down.' Children connect their learning and excitedly say, 'Turtles are slow.' Children show strong critical thinking skills and awareness of the world as they recall that turtles 'lay eggs on the sand'.

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

- The childminder has an exceptional knowledge of what she intends children to learn and how she is going to do it. She is aware of their next steps in learning and sequences this well, ensuring that children are ready for their next stage of development. For example, the childminder challenges younger children in their self-care skills as they practise using a cup with no lid. She uses words of encouragement and celebrates their achievements, saying, 'You are amazing. Well done.'
- The childminder successfully updates her skills and practices to directly benefit the children and their learning experiences. For example, she has used recent training to implement 'breathing squares', encouraging children to think about how they feel and why. Children receive the support they need promptly and learn how to articulate their thoughts and develop reasoning skills through these effective strategies.
- Children are exposed to a language-rich environment, and their language is excellent. They use words such as 'fizzy', 'bubbly' and 'spicy' when using pipettes to squirt water into bicarbonate of soda. Children experiment and use their imaginations when mixing colours using food dye. They say, 'I made purple, my favourite colour.' The childminder introduces new vocabulary such as 'plunge' and 'submerge' as children put their hands in water, extending their language skills further.

- The childminder skilfully encourages children to build on their mathematical skills through everyday routines. For example, children confidently count their banana slices up to six during snack time. They learn to solve problems when counting each other to ensure that they have enough pieces. The childminder uses language such as 'half' and 'quarter', exposing children to different mathematical concepts.
- The childminder and her co-minder provide a wide variety of opportunities for children to explore the world around them. They support children's curiosity and understanding. For example, children visit local beaches and rivers and begin to understand different water cycles. They build on their social interactions and confidence during their weekly craft groups, engaging well with the local community.
- Parents comment on how the childminder, co-minder and assistants are 'thoughtful and supportive' of children's needs. They value the excellent information-sharing and the opportunities to be part of their children's learning. The childminder and her co-minder share ideas to support home learning. For example, children and parents recently took part in a 'nest project', with some children visiting a local bird sanctuary.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2655913
Local authority	North Somerset
Inspection number	10333103
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	2
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates all year round with a co-minder Tuesday and Wednesday from her home in Clevedon, North Somerset, from 8am to 5pm. They also operate Thursday and Friday from Yatton village hall, North Somerset, from 8am to 5pm. The childminder employs two assistants. She holds an early years qualification at level 6. One assistant is qualified at level 3. The co-minder is a qualified teacher, and one assistant is unqualified. The childminder receives free early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Chelsea Woollard

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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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