

Childminder report

Inspection date: 3 September 2024

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

The provision is good

The childminder has worked hard since the last inspection to implement changes that have brought about improvements to the safety and security of the premises and the delivery of the curriculum for the youngest children.

Children share warm and close relationships with the caring and nurturing childminder. They are happy and settled in the childminder's home and understand the expectations of the setting. Children share and take turns. They build strong bonds with one another and the childminder. The childminder speaks to the children in a caring and sensitive manner and uses praise well to develop their self-esteem.

The childminder organises her curriculum well to help ensure children have the skills they need to succeed in their future learning. She prioritises outside play, including forest school activities, to teach children about the world around them. Children benefit from the childminder's support in helping them to develop their communication and language. For example, she introduces new words while the children play, shares stories, and sings songs to extend children's vocabulary.

The childminder works closely with parents to find out about children's interests, individual likes and preferences so that she can tailor her curriculum to build on their experiences. All children make good progress from their individual starting points and show that they feel happy, safe and secure in the childminder's care.

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

- The childminder plans a broad and interesting curriculum. She focuses on helping children to develop their confidence and independence and supports them well with their behaviour. She also places a strong focus on children's physical and language skills. For example, the childminder reads the story 'We're Going on a Bear Hunt' as the children act out the story, pretending to squelch through the mud and tiptoe through the cave. The childminder supports their learning further by pointing out the words on the page, so children begin to learn that words carry meaning.
- Children develop a love of books and stories. The childminder retells parts of a favourite story as the children eat their snack. Afterwards, children find the storybook, which they thoroughly enjoy looking through with the childminder and one another. The childminder encourages children to join in to develop their confidence. They happily chat to one another, building their social skills.
- Children learn to throw and catch a beanbag, developing good hand-eye coordination. They enjoy drawing with pens and pencils and hold a pen correctly to trace over their name. This helps to develop the skills they need for early

writing.

- The childminder engages well with the babies and younger children as they excitedly explore the environment. They enjoy stacking different-sized cups to build towers. They experiment with making different sounds as they tap the cups together and slide different items down a slope to see which travels the fastest.
- The childminder gets to know the children well and has good knowledge of child development. She observes children as they play to identify any gaps in their development and plans next steps to help close these. However, the childminder does not do as much as she can to provide targeted support more frequently, to help children achieve their next steps as swiftly as they can.
- The childminder encourages the children to count by singing songs and number rhymes. She provides some opportunities for them to count and hear larger numbers. However, she does not encourage children to match numbers to quantity.
- Children learn to live healthy lifestyles. The childminder supports their understanding of healthy eating and good oral hygiene. Children follow good hygiene routines and understand the importance of washing their hands before eating and after playing outside. The childminder encourages children's independence in their self-care.
- The childminder encourages children to use their words to express how they feel and help them resolve any minor disagreements. She has a good understanding of how to manage behaviour effectively and is interested in enhancing her knowledge further through additional training about behaviour.
- Since the last inspection, the childminder has become more reflective of her practice to help her identify further areas for development. She has reviewed and developed the way in which she assesses risks, to help ensure that she identifies risks promptly and takes action immediately to minimise hazards.

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:

- provide more targeted and frequent support throughout the day to help children achieve their next steps in learning more swiftly
- provide more opportunities for children to match quantity to number to develop their mathematical understanding further.

Setting details

Unique reference number	2688723
Local authority	Somerset
Inspection number	10350097
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	5
Number of children on roll	12
Date of previous inspection	1 May 2024

Information about this early years setting

The childminder registered in 2022. She lives in Taunton, Somerset. The childminder offers care from 6am to 6pm, Monday to Saturday. She receives funding to provide free early education for children aged four years.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The inspector discussed any continued 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 she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her curriculum and children's learning and development, with a particular focus on independence, confidence and behaviour.
- The inspector read written feedback from parents and took their views into account.
- Children spoke to the inspector during the inspection.

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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