

Childminder report

Inspection date: 6 February 2025

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

The childminder offers a curriculum with an emphasis on the prime areas of learning. There is a sharp focus on supporting children's emotional well-being from the start. The childminder is kind, nurturing and responsive to the children's needs. Children are extremely happy and settled. They form strong bonds with the childminder, which helps them to feel safe and secure.

The childminder promotes children's learning through a child-led curriculum, which takes account of children's interests. She monitors children's development regularly to ensure that any gaps in their learning are quickly addressed.

Children access a wide range of learning opportunities at the childminder's home and through outings into the local area. The childminder plans visits to soft play areas, music and childminder groups to build on children's confidence, physical and social skills. Children play in a calm and safe environment at the childminder's home. Children are keen to explore the welcoming, stimulating and safe environment, which supports their independence well.

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

- Partnerships with parents is strong. The childminder offers settling-in sessions before the children start to ease their transition from the children's home to her setting. This helps children settle very quickly. She provides parents with the opportunity to have daily discussions about children's development and well-being. Regular consultation sessions and an electronic journal system enable parents to stay up to date with children's progress and to support children's learning at home. Parents praise the care and education the childminder provides to their children. They comment that, the childminder is very 'caring and professional'.
- The childminder supports children's early reading skills well. She uses books effectively to enhance children's literacy development. Children show joy when sharing books with her. They enthusiastically explore the different textures in books and attempt to mimic the noises the childminder makes while reading. Children, from a young age, are developing their listening skills and a love of books.
- Children benefit from exciting learning experiences that support their development well. For example, children show delight when exploring a variety of textured resources and malleable materials. Overall, the childminder knows what she wants children to learn from these activities. For example, to learn new words. However, she does not consistently expand their vocabulary to further support their next steps of learning.
- The childminder supports children's personal and social development well. She is

a positive role model for children. She treats them with kindness and respect. She praises them for their efforts and achievements. Children beam with delight at having their efforts acknowledged. The childminder makes children feel valued.

- The childminder is mindful of the physical skills she wants children to learn. For example, she provides plenty of space for babies to crawl and low-level furniture so babies can pull themselves to standing. The childminder ensures that there are opportunities each day for play in the fresh air. She plays with the children in the garden and at local parks, and provides them with nutritious snacks to help promote a healthy lifestyle.
- The childminder has strong links with the local childminding group and with the local authority. These positive partnerships enable the childminder to share information about her practice and to gain knowledge from others. The childminder is committed to developing and evaluating the effectiveness of the provision she offers. She attends training to enhance her professional development. For instance, she uses this knowledge to further support children's understanding of their own feelings and emotions.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- focus teaching more closely to expand children's vocabulary further.

Setting details

Unique reference number	2696691
Local authority	North Somerset
Inspection number	10372117
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Nailsea, in North Somerset. The childminder provides care Monday to Thursday, from 9.15am to 5.30pm for most of the year. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Rosie Roberts

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their written and verbal views with the inspector about the childminder's services.
- The childminder and inspector carried out a joint observation.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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