

Childminder report

Inspection date: 26 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

Children are happy, settled and enjoy their time with the childminder. She forms warm and loving relationships with them to help them feel safe and secure in her care. Children benefit from lots of cuddles, reassurance and consistent care routines. This gives them the confidence to make their own choices freely, such as finding puzzles, books and construction sets to explore. The childminder creates safe spaces for the younger children to follow their interest in climbing while learning about managing this safely. She ensures those needing quieter time on their own have space to do so when needed.

The childminder knows the children well and supports their interests and development effectively through a range of activities to encourage all areas of learning. This includes outings to broaden their experiences, such as trips to explore the natural environment. Children welcome her into their play. The childminder uses their chosen activities to encourage specific learning intentions and to keep them engaged. This positive interaction supports children's interest and motivation to learn more as they become absorbed in activities. Children learn to behave well. They benefit from the childminder's positive example, high expectations and gentle guidance to help them learn to play kindly and to take turns fairly.

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

- The childminder works with parents from the start to gain a good understanding of children's developmental stage and needs. She is clear what she intends children to learn next and delivers a broad curriculum to support their all-round learning and interests. She uses spontaneous moments to build on their progress. For example, she shows younger children how to use the kitchen role-play toys to make pretend drinks, which they thoroughly enjoy copying. This helps to encourage their communication and imaginations.
- The childminder interacts effectively in children's play to support and challenge them. For example, she encourages children to count and use size language to nurture their understanding of early mathematical concepts. She encourages children to find ways to make construction pieces fit together to develop problem-solving skills. The childminder adapts activities well to meet children's needs, such as providing cuddles and comforters to keep tired children engaged in stories.
- Children enjoy stories and choose these throughout the day. The childminder asks children questions to encourage them to think, communicate and to test what they can recall. However, on occasions she does not pronounce some words correctly, such as referring to 'doggies', or explain the meaning of more unusual words, such as 'avenues' and 'humans'. This would contribute to

enriching their language further.

- Children gain skills to support them for starting school. They master toilet training and learn to manage self-care tasks for themselves, such as handwashing, to develop good independence. The childminder helps them to develop good self-confidence, social skills and an interest in learning.
- Children develop healthy lifestyles and enjoy physical play. Younger children, for example, climb and balance on low indoor apparatus, which the childminder adapts to assure their safety. Children enjoy very healthy foods, which they eat well around the table at sociable mealtimes and snack times.
- The childminder has a good understanding of her safeguarding role and responsibilities. She knows the signs that might indicate a child is at risk of harm and has procedures to follow in the event of any concerns about a child. The childminder maintains a safe and secure environment to help keep children from harm in her care.
- The childminder establishes effective partnerships with parents and other professionals to meet children's needs consistently. She keeps parents closely informed about their children's care, activities and achievements each day. Parents share positive feedback regarding the care of their children.

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:

- help children learn the correct meaning and pronunciation of more words to enrich their language even further.

Setting details

Unique reference number	2772680
Local authority	Bath and North East Somerset Council
Inspection number	10375566
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 5
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2024. She lives in Paulton, Somerset. The childminder provides care from 7.30am to 6pm, Monday to Friday. She offers government funded places. The childminder holds a relevant qualification at level 6.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The childminder joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of the childminder's interactions with the children. She discussed the effectiveness of an activity with the childminder.
- The inspector sampled a range of documents.
- The inspector spoke to children and took account of parents' views.

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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