

Childminder report

Inspection date: 17 October 2022

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

The provision is good

Children are very happy and settled in the childminder's care. They feel safe and share sensitive, close relationships with her. Younger children cuddle into her when they feel tired or need reassurance. The childminder has high expectations of children. Children are engaged and demonstrate good levels of concentration. The childminder praises them, and they behave very well. The childminder supports the younger children to develop their communication and language skills, for example by providing a commentary as children play and modelling the names of animals. She supports older children in developing their independence, for instance by teaching them to take care of their personal belongings and to begin to dress themselves.

Children benefit from a curriculum that is designed to support their next steps in learning. The childminder completes assessments and plans for their individual needs effectively. She monitors children's progress in partnerships with parents and other settings. Parents receive regular updates about their children's learning. Children make good progress in their development. The childminder arranges personalised visits for parents and their children before they start with her. This helps her to cater for their individual needs.

The childminder has supported children and parents well during the COVID-19 pandemic. For instance, parents do not enter the home, she ensures children clean their hands more frequently and she provides personalised towels for the children. This helps to reduce the risk of infection and keep children safe.

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

- The childminder has positive working relationships with parents. They speak positively of her and say that she provides a home-from-home setting. Parents comment on the smooth transition their child received when starting at the setting. Parents say that their children are happy and they are consistently updated about their child's progress and development.
- The childminder helps children to adopt a healthy lifestyle. She implements a healthy-eating policy. The children have a range of opportunities to be physically active at the setting. For example, they frequently visit the park and play on the garden equipment to support their physical development.
- The childminder teaches children about different celebrations and festivals. She provides some resources to teach children about diversity, for example through the use of books and dolls. However, she plans fewer opportunities to teach children about different cultures beyond their own.
- The childminder helps older children to develop a good understanding of mathematical concepts. She teaches children colours and early counting skills.

When children play, she provides a commentary, modelling counting and naming colours.

- The childminder provides some opportunities for children to look at books. She often shares stories with children individually. However, books are not freely accessible when children want to read them. The use of songs is not embedded in the curriculum. Consequently, children are not developing their communication skills as much as possible.
- The childminder uses her local community to support children in their physical development and understanding of the world. For example, she goes on walks to feed the ducks. She also frequently visits another childminder with children of a similar age. This supports the children in their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues and is clear about her role and responsibilities to safeguard children. She keeps her safeguarding knowledge up to date, for instance through regular training and reading. The childminder knows the signs that indicate a child may be at risk of harm. She understands the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children effectively by carrying out frequent risk assessments.

What does the setting need to do to improve?

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

- support children in developing their enjoyment of books and songs to further develop their communication skills
- provide opportunities for children to learn more about cultural diversity.

Setting details

Unique reference number	507115
Local authority	Somerset
Inspection number	10234572
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	2 February 2017

Information about this early years setting

The childminder registered in 2001 and lives in Taunton, Somerset. She works from Monday to Thursday, all year round, with the exception of bank holidays, Christmas and family holidays. The childminder has a qualification at level 3.

Information about this inspection

Inspector

Leanne Galloway

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 provider and has taken that into account in their evaluation of the provider.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector read feedback from parents to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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