

Childminder report

Inspection date: 4 February 2025

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

The provision is good

Children thoroughly enjoy their experiences with the friendly, caring childminder. They make good progress in their learning, overall. They make very good progress in their language development and understanding of the world. Every child receives nurturing support, praise and encouragement from the childminder. They show they are extremely settled and are motivated to learn. They are polite, follow instructions and behave well.

Children join in activities, often themed, that are carefully planned to build on the next steps for their learning that the childminder identifies. For example, they learn to recognise and express their feelings. They talk about the feelings of the 'Colour Monster' in the story the childminder reads. They develop their small muscles and coordination using tiny scoops to add glitter to small bottles and use pipettes to draw up colouring and water to create potions. They show delight when they create bubbles, manage to screw the lids onto the bottles and shake their glittery creations. When children start to experiment with mixing to create a 'cake', the childminder responds with encouragement and offers ideas to extend children's play. Children are keen to freeze the 'cake'. Then they investigate the small-world animals already frozen in ice and do ice painting, remarking on the effects of thawing, showing developing understanding of the world.

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

- The childminder's curriculum provides rich learning experiences. She plans excellent opportunities to widen children's understanding of the natural world, to be physically active and to develop their social skills. Together with her co-childminder, she links up with other childminders and their minded children on outings. Children thoroughly enjoy investigating local woods. They explore leaves, practise their early writing skills using sticks to make marks in soil, climb and role play as police and fire fighters. They like to feed squirrels and get up close to animals. They help a local farmer to feed the cattle and sheep, and learn to operate the milking machine. The childminder also takes the children to explore at the beach.
- Children develop confident communication skills and impressive vocabularies that they use to describe what they are doing and to recall past experiences with great detail. They talk avidly as they play. For example, they decide to draw a pirates' map and say the 'x' tells the pirates where to find the treasure. The childminder uses sign language effectively to support children who find verbal communication more difficult.
- The childminder actively promotes children's independence. She routinely asks children what they want to play with and embraces their ideas. She ensures that children gain the skills they will need when they transfer on to school. Children

learn to put on their coats and shoes, to wash their hands and to cut up fruit snacks using a knife safely.

- The childminder instinctively introduces children to some mathematical concepts, such as size, shape and quantity. Children confidently count and talk about bottles of liquid being 'full' and 'half full'. They learn to fold paper 'in half' so that it fits inside an envelope. Children copy a diagram to form a triangle with magnetic construction pieces and talk about other shapes. However, the childminder does not make the very best use of planned activities to challenge children's mathematical thinking further, for example to complete simple calculations and learn more complex mathematical concepts.
- The childminder continually evaluates her practice. She is part of a childminding network and they frequently share practice ideas to enhance children's learning.
- The childminder develops successful partnerships with other settings children attend and seeks outside professional support for children, as needed. She speaks regularly to professionals involved in children's learning and uses information gathered to ensure that her planned curriculum enhances children's experiences elsewhere.
- The childminder works in close partnership with parents, to identify where children are in their learning from the outset and to support their ongoing learning at home and in the setting. Parents report that they receive regular information about their children's progress and appreciate regular photographs of their children's experiences.

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:

- make better use of planned activities to challenge children's skills even further.

Setting details

Unique reference number	963928
Local authority	North Somerset
Inspection number	10372637
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 April 2019

Information about this early years setting

The childminder registered in 2001. She lives in Weston-super-Mare, North Somerset. The childminder works with another registered childminder. She operates Monday to Friday from 8am until 4pm, all year round. She provides government funded childcare places.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children and spoke with her at appropriate times during the inspection.
- The childminder and inspector evaluated the effectiveness of a planned activity.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of written testimonials from parents.

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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