

Childminder report

Inspection date: 16 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly. Older children confidently know where to place their belongings and are eager to engage in the activities. The childminder works closely with her co-childminder and assistants to plan an effective curriculum that builds on what children can already do, to prepare them well for school. Children become independent learners exploring the good-quality resources. Adults demonstrate what they might achieve and give them plenty of time to learn through trial and error. For example, young children watch closely as adults show them how to stack blocks in size order. They keep practising and, once mastered, are pleased with their achievements.

The adults have consistently high expectations of children's behaviour, and children are polite and share and play together well. Babies and children demonstrate they feel emotionally secure, holding their arms out, smiling and being excited and eager to participate in their learning.

Children benefit from consistent care and support from all the adults. The childminder ensures assistants know how children have progressed and how to support them. For example, she suggests placing toys just out of reach of babies showing signs of crawling, to encourage their physical development.

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

- The childminder focuses appropriately on children's prime areas of development to underpin all their learning. For example, adults help older children to recall previous experiences to help them to remember more. They consistently support all children to manage their feelings and have good manners. They plan a wide range of activities to help children develop their large- and small-muscle skills, such as manipulating tools and using climbing equipment.
- Children eagerly participate in planned activities, such as exploring autumn resources. Through exploration and effective support from adults, they learn new language and about changes to nature. The childminder helps older children to demonstrate their understanding of numbers. For example, she asks them to pass one red leaf, two orange leaves and two acorns, and to line up the pumpkins by size. Children then develop their own ideas, such as using the items to make a pumpkin stew.
- The childminder and assistants continue to attend training to improve practice and benefit children's welfare and development, such as on safeguarding and storytelling. The adults continually evaluate their practice, discussing how successfully activities impact on children's development and anything on which they can improve. As a result, they have returned to keeping records to track children's development. This enables them to more effectively identify any gaps

and plan to help children catch up much quicker.

- Children develop a good awareness of their own uniqueness and other people's differences. They celebrate events that are important to theirs and others' cultures. Children develop a strong awareness of right from wrong. However, it is sometimes difficult for babies and nonverbal children to take an active role in choosing, such as which songs to sing, and older children have limited opportunities to gain experience about democracy.
- The childminder provides a hygienic environment where children learn the importance of a healthy lifestyle. They help themselves to fresh drinking water and have nutritional snacks, discussing how this gives them strong bones. Children enjoy activities that help them know how to care for their teeth and have lots of opportunities for fresh air and exercise.
- There are strong partnerships with parents and other providers that children attend. Parents confirm how their children are learning from the wide variety of activities and spending time outdoors. They receive good information on their children's care and the activities, enabling them to extend on this at home. However, they do not all know their children's specific next stages of development, to provide even better support.
- The childminder has attended recent training in safeguarding children and follows effective procedures to protect and promote children's welfare. She conducts good risk assessments and teaches children the importance of keeping themselves safe. For example, they learn road safety on outings and how to climb a tree safely.

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 babies and nonverbal children to make choices in group activities and older children to understand about democracy
- provide parents with their children's individual next stages of development, to support children's learning at home even better.

Setting details

Unique reference number	EY274279
Local authority	Somerset
Inspection number	10363958
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	0 to 4
Total number of places	18
Number of children on roll	13
Date of previous inspection	17 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Stembridge, Somerset. She regularly works with co-childminders and assistants. The childminder operates Monday to Thursday all year round and may care for children at weekends and overnight if required. She has a level 3 qualification in childcare and offers government funded places.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector, and parents gave verbal and written feedback on the provider. The inspector took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder and the inspector conducted a joint observation on a planned activity.

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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