

Childminder report

Inspection date: 6 March 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, nurturing and friendly atmosphere at the home. She has established very secure settling-in procedures that focus on the individual needs of the children. The children are familiar with daily routines and form close relationships with the childminder. For instance, older children enjoy a reassuring cuddle from the childminder before carrying on playing with their friends. Younger children watch the childminder as she moves around the room. Children play extremely well together, developing friendships. For example, they role play making cakes together and playing with their babies. Children talk confidently to visitors and are keen to show them what they are doing. They behave well and follow the rules and expectations of the setting. The childminder praises children for taking turns and is a good role model.

The childminder supports children's learning and development well. For example, the curriculum provided is tailored to children's individual needs and interests. There is a varied programme that follows the children's interests alongside some planned activities to meet children's individual next steps in development.

Children develop their early thinking and problem-solving skills. For example, children solve puzzles that are age-appropriate and challenging for various age groups. They show they can concentrate for extended periods to complete the task and persevere when it becomes tricky. Children develop the skills needed for their next stage of learning.

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

- The childminder supports children's communication and language development well. She engages children in back-and-forth conversations, and she supports the very youngest children by pointing to objects and repeating words. She also provides opportunities for children to develop their mathematical language, including practising counting, naming colours and a range of shapes.
- The childminder plans trips outside the home, giving the children the chance to link up with the local community and have new social experiences. She attends local groups with other childminders, where the children have a chance to play with different children and adults, supporting their interaction skills. Children have many opportunities to develop their personal, social, emotional and communication skills.
- Partnerships with parents are strong. Parents value the childminder's experience and the support she gives them. Parents speak highly of the progress their children are making and the ideas the childminder gives them to support their children's learning at home.
- The childminder is very reflective and knows her own strengths and areas she

would like to develop further. She attends a range of training that is relevant and supports her own continued professional development. For example, she attends training to support her teaching of mathematics development to introduce new ways of teaching numbers.

- Children are developing important fine motor skills and hand-eye coordination. For example, they enjoy using large tweezers to sort different-sized pom-poms into coloured trays.
- Children learn to wash their own hands before mealtimes and learn the importance of good hygiene practices. They learn how to keep themselves healthy and are provided with balanced and nutritious freshly cooked meals. They take part in cooking activities and learn about oral health.
- Children have the opportunity to make some choices, for example to choose whether they want strawberries or bananas at snack time. However, resources are not easily accessible for children to select themselves to support their independence and self-help skills.
- Children have less opportunity to freely explore a range of books and reading materials to support their early reading skills.

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:

- provide more opportunities for children to select resources for themselves to support their independence and self-help skills
- extend ways to encourage children to freely explore books to support children's literacy development further.

Setting details

Unique reference number	EY280235
Local authority	North Somerset
Inspection number	10380464
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Bournville area of Weston-super-Mare, North Somerset. She operates Monday to Thursday all year round. Her opening hours are from 9am to 4.30pm on Monday, from 8.30am to 4.30pm on Tuesday, and from 7.45am to 5.30pm on Wednesday and Thursday. The childminder provides funded early education for children.

Information about this inspection

Inspector
Tracey Cook

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on their communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through feedback sheets and face-to-face communication.
- The childminder provided the inspector with a sample of key documentation.

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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