

Childminder report

Inspection date: 20 May 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

Children are happy and settled with this welcoming and friendly childminder. They show they are confident as they freely explore the environment and make independent choices about their play. Children behave well and follow the routines and boundaries the childminder has embedded. The childminder is caring, thoughtful and patient. She builds strong relationships with the children in her care. They readily go to the childminder for a cuddle if they need reassurance or are starting to feel tired. They are respectful and affectionate towards the childminder. For example, older children consistently use 'please' and 'thank you' without prompting.

The childminder has created a clean and comfortable home-from-home environment. She provides motivating and fun activities for children to engage in and learn. For example, children thoroughly enjoy planting flowers and making paper bees for World Bee Day. The childminder encourages children to develop good hygiene habits as they put their tissues in the bin and wash their own hands. Children are growing in independence.

Children show a keen interest in play and demonstrate a positive attitude towards learning. The childminder praises them for their efforts and achievements. This helps children develop a 'can do' attitude and builds their perseverance and resilience. For example, the childminder sensitively encourages children to taste honey for the first time.

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

- The childminder plans and delivers a rich and balanced curriculum with an emphasis on providing children with the knowledge and skills they need ready for school. She focuses on developing children's independence, building their confidence, and supporting them to express themselves effectively. For instance, children independently find their names on a wooden plaque and hang it on a hook to self-register each day. They remind their friends to do this as they arrive.
- The childminder develops positive partnerships with parents. She shares information about activities and what children are learning. This helps parents to be aware of the progress their children are making and how they can further support their children's learning at home. Parents comment that their children come home 'full of excitement and new learning.' They talk about the positive impact the visits and trips have on children's confidence.
- The childminder builds secure attachments with children. She knows children well and has a good understanding of each child's interests and abilities. She monitors children's progress and uses this to build on what children know and

can do. However, she does not make the best use of these assessments to swiftly identify gaps in their development and implement strategies to address these gaps to fully support children's learning.

- Children benefit from the wide range of experiences the childminder gives them. For example, they regularly attend different pre-school groups, visit the library, take trips on the bus, and join in with community events, such as the VE Day celebrations. These opportunities broaden children's understanding of their local area and develops their knowledge of the world around them.
- Children are learning to make friendships and are keen to help their peers. For example, they get chairs for each other ready for snack time and move objects to help each other manoeuvre bikes and trikes around. However, the childminder does not provide older children with enough support to manage minor conflicts for themselves. This means they often call to the childminder for help. This interrupts their learning as they lose their focus and concentration.
- The childminder is keen to keep her knowledge and understanding up to date through a range of professional development opportunities. She is part of a local childminder network and attends regular on-line training. She uses this to reflect on her practice and to gain new ideas to have a positive impact on children's care and education.
- Overall, the childminder supports children's communication and language skills well. She narrates their play, introduces and explains new vocabulary such as 'pollination,' and adapts her own language and questioning for younger and older children. However, she does not consistently teach children the correct pronunciation of words. This means at times children mis-pronounce some words and sounds and their language skills are not fully extended.

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:

- strengthen the use of assessments to identify gaps in children's learning early and implement strategies to fully support their learning
- provide more support for older children to learn how to solve minor disputes for themselves
- find effective ways to consistently help children with their pronunciation of words to support their language skills further.

Setting details

Unique reference number	EY284016
Local authority	Somerset
Inspection number	10398160
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	5
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2004. She lives in Street, Somerset. The childminder provides care Tuesday to Friday 8.30am to 4pm. The childminder offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed interactions between the childminder and children throughout the inspection.
- Children spoke to the inspector.
- The childminder talked to the inspector throughout the inspection and discussed how her curriculum is planned and implemented and how children's progress is monitored.
- The inspector spoke to parents and took their views into account.

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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