

Childminder report

Inspection date: 10 September 2024 - 24 September 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 are safe and secure in the childminder's home-from-home environment. They form warm and affectionate relationships with the childminder. Children seek cuddles from her when tired and settle well for sleeps. They confidently play independently and with the childminder. She provides regular outings for children to develop physical skills and social interactions, such as visits to a soft-play centre, messy play groups and local parks.

The childminder plans and delivers a broad curriculum to support children's learning. She assesses their progress and uses her knowledge of the children to plan and meet their needs. For example, the childminder reads stories to children that spark their interest and keeps them engaged when she asks them to find animals in the book. The childminder praises children for having a go, and they beam with pride. Additionally, children enjoy drawing pictures with the childminder, which supports their interests in characters from books.

Children behave well and are respectful of others and their environment. The childminder helps children to learn the importance of this from a young age. When children have finished with an activity, the childminder supports them to help tidy it away. When a ball children are playing with rolls and hits a visitor's foot, children say 'sorry' and collect the ball.

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

- The childminder has recently completed various training courses to continue to upskill herself and improve her practice. She has recognised that there have been changes to the Early Years Foundation Stage. The childminder has researched these changes to ensure that her provision continues to meet requirements. She strives for her provision to be a safe, secure environment for children to learn, have fun and access a range of learning opportunities. Children are happy, and they enjoy their time with her.
- The childminder provides children with an environment that is rich with language. She gives a narrative to children in their play and talks to them about what is happening now and what will happen next. However, at times, the childminder uses closed questioning, which prevents children from developing their creative thinking skills. For example, when children play an animal-matching game with the childminder, she encourages them to label the animals and asks them, 'What do they say?' Additionally, when children play with cars, she asks, 'Can you count them?' rather than thinking of different ways to extend their learning.
- The childminder encourages children to lead their own play and provides activities that she knows they enjoy. She joins in their play and uses strategies

to attempt to engage children and help them learn from the experiences on offer. However, this is not consistent for all children. For example, when children need to climb the stairs, the childminder carries younger children rather than thinking how she can support them to climb the stairs safely. Additionally, when older children play a bowling game, the childminder does not think about how she can involve all children to ensure that they each benefit from the learning on offer.

- The childminder obtains information about children's needs, routines and development when they start. She updates parents with what their children have been doing throughout the day via an online messaging service. The childminder works closely with parents and discusses any next steps they would like their children to achieve, such as toilet training. Parents share their love for the childminder and say their children love to attend.
- The childminder maintains clean and safe play areas for children in her home. She follows hygienic procedures to support children's health, such as handwashing routines. When the childminder changes children's nappies or wipes their noses, she talks to them about what is happening to help them understand their personal hygiene routines.

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:

- develop a range of opportunities for children to use their creative thinking skills more freely to help them communicate their own ideas and get them thinking even further
- consider more closely how to adapt activities to ensure that all children fully engage and benefit from all learning opportunities.

Setting details

Unique reference number	EY288464
Local authority	Bath and North East Somerset Council
Inspection number	10364881
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	2 to 10
Total number of places	5
Number of children on roll	6
Date of previous inspection	23 November 2021

Information about this early years setting

The childminder registered in 2004. She lives in Midsomer Norton, Somerset. The childminder operates all year round, from 7.30am to 5.30pm on Tuesdays, Wednesdays and Thursdays. She provides funded care and early education for three-year-old children.

Information about this inspection

Inspectors

Bridget Copson
Sarah-Louise Clements

Inspection activities

- The inspection started on 10 September 2024. Inspectors returned on 24 September 2024 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The inspector observed activities and the quality of the childminder's interactions with the children.
- The inspector conducted a joint observation of an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the Early Years Foundation Stage curriculum.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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