

Childminder report

Inspection date: 26 November 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

The childminder is clear on what she intends for children to learn. A key focus of the curriculum is to help children gain life skills, such as independence, resilience and to be respectful of others. This helps children to be well prepared for the next stage of their education. The childminder consistently supports children's emerging independence. Older children take pride in buttering their own crackers and taking off their shoes and waterproofs when coming in from outside. Younger children begin to develop their perseverance when faced with challenges. For example, children become engrossed in posting objects into a box and keep on trying when one does not fit; they turn it around and successfully post it. Younger children happily point and babble as the childminder engages in back-and-forth conversations with them. She encourages discussion based on children's experiences, helping children to widen their vocabulary. For example, the childminder asks children about their recent outings with family, igniting children's memory as they excitedly say 'dinosaurs are in museums, and we saw a real giraffe'. Children become confident communicators.

The childminder is a positive role model for all children. She gently reminds children of routines and her expectations for their behaviour. Children behave well. Older children act as good role models for younger children. For example, younger children watch intently as older children hand them their plates and cutlery. Children develop a kind and caring attitude towards each other.

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

- The childminder knows children well and provides a stimulating learning environment. She identifies children's interests and uses these to provide opportunities that promote children's individual learning. However, the childminder does not always organise adult-led learning effectively to encourage younger children to fully focus and engage with their learning. This means that, on occasion, children become distracted from their learning and do not fully benefit from the intended learning outcome.
- The childminder uses effective observation and assessment to track children's progress, helping to identify any gaps in their learning. The childminder works closely with parents to find out what children know and can do. She plans meaningful next steps for children, and children make good progress from their starting points. The childminder forms good links with other settings children attend, ensuring that children receive continuity of care.
- The childminder promotes children's literacy skills well. Older children enjoy mark making with chalks and use good control, in preparation for early writing. Younger children begin to recognise that print has meaning as they point to autumn posters displayed on the wall. The childminder takes the children on

trips to the library to build their curiosity around stories and books. Children develop a keen interest in literacy.

- The childminder supports children's well-being and is attentive to their individual needs. Younger children develop a sense of belonging when looking through family photo books. This helps to create links between home and the setting, supporting smooth transitions for children. Older children begin to label their emotions. However, the childminder does not always explore the different emotions that children express. This means children do not consistently gain information to support and help them manage and understand their emotions.
- Children go on regular trips with the childminder. They visit parks, attend play groups and enjoy outings to the pet shop. This helps children to socialise with others and form friendships, in preparation for school. Children have visited local historical landmarks, helping them to learn about the history and culture of their community.
- The childminder has a positive attitude to developing her own knowledge and confidently explains how this will support the curriculum. She constantly reflects on the environment and makes changes to enhance the provision. For example, a reduction in the number of resources made available to children has helped them to become more focused in their play. The childminder has formed strong links with other childminders, helping her to develop knowledge and share best practice to enhance her teaching skills.
- Partnerships with parents are well established. The childminder shares detailed information with them about children's learning and next steps. For example, she suggests ideas and activities to continue children's learning at home. Parents value the childminder's knowledge and the nurturing care she provides for all children.

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:

- review how adult-led teaching is structured and delivered, helping to further build on younger children's focus and concentration skills
- build on opportunities to encourage older children to talk about their feelings, helping them to begin to manage and fully understand their emotions.

Setting details

Unique reference number	EY290355
Local authority	Bath and North East Somerset Council
Inspection number	10367405
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Weston area of Bath. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of teaching inside and outdoors.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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