

Childminder report

Inspection date: 30 April 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 has high expectations for all children. She plans and delivers a curriculum that builds on what they know and can do. The childminder uses information from parents, children's interests and her own observations to plan a curriculum that meets the needs of all children. The childminder prepares children well for their next stages of learning. Children access learning opportunities at the childminder's home and through outings to the local area. The childminder plans visits to the park, the library and the local farm to provide the children with exciting areas to explore and to build their physical skills. Children are keen to explore their welcoming and safe learning environment, which supports their independence and confidence well.

The childminder demonstrates genuine enjoyment in her work with the children. She is kind, nurturing and responsive to the children's needs. Children form strong bonds with the childminder and with each other. They are happy, settled and confident. They are keen to learn and are motivated to be involved in the activities that are provided. Children persevere with tasks. They show determination when building models with an array of building resources. Children's behaviour is good and in line with their stage of development.

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

- The childminder has very positive relationships with parents. They speak highly of the good-quality care and education she provides. Parents say that the childminder keeps them informed about their children's progress and gives them ideas on how to support children's learning at home.
- The childminder supports children's personal and social development well. Children become engrossed in all they do. They are keen to help where they can. For example, they tidy up toys and cut fruit at snack time. Children are proud of their contributions. They say, 'I sorted all the toys' and 'I helped wash the sand away from the pyramid.' Children are learning good cooperation skills and respect for their learning environment and are developing self-esteem.
- Children are learning about healthy lifestyles. They use the garden and the local park daily for fresh air and exercise. Children enjoy healthy fruit snacks. The childminder explains which foods are good for them. Children learn about healthy food options. The childminder has hygiene practices in place. For example, children wash their hands before eating and after using the toilet. However, the childminder does not always support children in understanding why they must follow these hygiene practices.
- The childminder supports children's language and literacy development well. Children learn new words while they play. For instance, the childminder introduces words such as 'herbivore', 'carnivore' and 'extinct' while they play.

with dinosaurs. The children absorb this knowledge and use what they learn during spontaneous play. Children are building their vocabulary. The childminder engages children in conversation throughout the day. She asks them questions to further their learning and support critical thinking. She gives them time to think and respond. Children are confident to talk about what they are doing and the outings they have with the childminder.

- The childminder reads to children regularly. Children enthusiastically talk about the characters and anticipate what comes next. They are developing listening skills and love of books. Children practise early writing skills. They use chalk, paintbrushes and pencils to mark make, which they enjoy.
- Children learn about mathematics while they play. For example, they learn how to count and sort objects and the names of shapes and concepts such as 'long', 'short', 'more' and 'less'. They accurately use what they learn, for example, deciding the length of tape they need for their constructions or counting 'treasures' they find buried in the sand tray.
- The childminder plans a curriculum to cover all areas of learning. However, she does not consistently help children to learn about the wider world and to develop their understanding of similarities and differences between themselves and others.
- The childminder assesses her provision and makes changes in areas that benefit the children. For example, a review of her curriculum led to the implementation of weekly planning that includes an assessment of children's learning, their next steps and their interests. As a result, children's learning is closely matched to their individual needs, which supports their development well.

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:

- support and develop children's understanding of hygiene practices and why these are important
- help children learn about the wider world to develop their understanding of similarities and differences between themselves and others.

Setting details

Unique reference number	EY290625
Local authority	Bath and North East Somerset Council
Inspection number	10392099
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	2 August 2019

Information about this early years setting

The childminder registered in 2004 and lives in Keynsham. She operates Monday to Wednesday, from 8am to 4.30pm, all year round. The setting offers government funded places for childcare. She holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Rosie Roberts

Inspection activities

- The childminder spoke to the inspector about how she plans and delivers her curriculum.
- The inspector observed the quality of care and education being provided and assessed the impact that this was having on children's learning.
- Parents shared their written views on the childminder's setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed interactions between the childminder and the children.

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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