

Childminder report

Inspection date: 30 January 2023

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 separate happily from parents as they arrive at the childminder's welcoming home. They have formed very warm and caring relationships with her and her assistants. Children are emotionally secure as the childminder has a very good understanding of their individual needs, routines and preferences. For example, after lunch, children quickly settle for a nap, feeling safe in the familiar routine.

The childminder provides a rich curriculum to help children make good progress from their starting points. She and her assistants identify next steps in children's learning and plan activities which match their interests. For example, younger children develop their small motor and communication and language skills while older children learn to recognise their name and numbers.

Children behave very well and play together harmoniously. Younger children offer support to their peers, for example, helping them to put their hat on. Others hold hands as they sing and clap in delight at the end of the song. Children confidently participate in the good range of activities that the childminder offers. She and her assistants skilfully model language and vocabulary. For example, when discussing fruit, the assistant refers to it as being, 'juicy'.

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

- The childminder ensures children have plenty of opportunities to be outdoors to support their health and well-being. Children have lots of time to be physically active, for example, playing on the climbing frame in the garden. They go for walks in the locality and have developed strong community links through random acts of kindness. For example, children sang songs at Christmas and delivered flowers to neighbours. This helps them to learn about their local surroundings.
- Parents speak very highly of the childminder. She takes time to get to know children and their families, and gathers information to help her to meet their care and learning needs from the start. She shares information daily about children's activities and routines to keep them well informed. Parents comment on how kind, caring and professional the childminder and her assistants are. Parents describe the setting as, 'amazing'.
- Children develop independence skills well. They put their belongings away when they arrive, help to tidy up and take it in turns to lay the table, ready for snack. Children confidently get changed into their outdoor clothes and know the routines well. Children eagerly explore the garden and staff remind the children how to keep themselves safe. For example, to take care when going down the step and look out for each other when they are moving around.

- The assistants report high levels of well-being and comment that the childminder is very supportive in her approach and management of the setting. The childminder provides professional development for the assistants, helping them to further develop their knowledge and skills. They work very well as team, creating a loving, nurturing and very positive environment for children.
- Staff help children to develop a good understanding of counting and mathematical concepts, and language. For example, while children are playing with hoops, staff use language such as, 'high,' 'low' and 'over'. When children play, staff provide a commentary, modelling counting and discussing the colours of objects.
- Children develop a love of stories and songs as they confidently look at books and sing action songs with adults. However, during group story sessions, the childminder and her assistant read books that are sometimes more appropriate for older children. They are not suited to younger children and their age and stage of development to help them make more progress in their literacy.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good knowledge of child protection issues and are clear about their role and responsibilities to safeguard children. The childminder keeps her safeguarding knowledge up to date, such as through regular training. The childminder and assistants know the signs that indicate a child may be at risk of harm. They understand the correct procedures to follow in the event of a concern about a child's welfare. The childminder manages risks to children effectively by carrying out frequent risk assessments and reminding the children how to keep themselves safe.

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 younger children to further develop their early reading skills.

Setting details

Unique reference number	EY292495
Local authority	Somerset
Inspection number	10263321
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 10
Total number of places	12
Number of children on roll	24
Date of previous inspection	27 April 2017

Information about this early years setting

The childminder registered in 2004. She lives in Langport, Somerset. The childminder works with two assistants. The childminder offers care from 7:30am to 5:30pm, Monday to Friday. The childminder receives funding to provide free early education for children aged two, three and four years. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Leanne Galloway

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder gave the inspector a tour of the premises. She talked about children's learning and progress, and how she delivers the curriculum.
- The inspector spoke to parents and read feedback to gain their views about the childminder.
- A range of documentation was reviewed, including qualification certificates.
- The inspector spoke to the childminder, assistants and children at appropriate times during the inspection.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.

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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