

Childminder report

Inspection date: 7 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder provides children with a homely, welcoming environment. She works closely with children's parents to gather information and to get to know the children. Children form strong attachments to the childminder, they confidently bring her books to read them, and they cuddle up on her lap to listen to stories. The childminder basis her curriculum on helping children to learn to communicate, be confident, kind and sociable. She uses her knowledge of child development to support children's learning through her skilful interactions with them. Children are happy and clearly enjoy their time with the childminder.

Children are keen and confident to explore the resources that are available to them independently, and the childminder supports them well, to learn how the different equipment works. For example, toddlers concentrate as they learn what buttons to press on toys to create different lights and noises, this excites them and they enjoy copying the different animal sounds that the toys make.

The childminder acts as a good role model to help children to learn how to manage their feelings and behaviour, she role models good manners and she helps children to learn to tidy away the toys when they have finished playing with them.

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

- Since the last inspection the childminder has made improvements to her provision. Although, she no longer works with an assistant. She is aware that she must notify Ofsted if she employs an assistant. She has been making changes to her playroom and reducing the number of toys that are out, to prevent tripping hazards. The childminder sets clear and consistent expectations on children's behaviour. She reminds children that they must not stand on the furniture, and she talks to them about why they should not throw toys.
- The childminder gives the children good support to develop their language and communication skills. For instance, she role models language as she plays alongside children, and she carefully introduces new vocabulary. Toddlers repeat new words, that they learn, and confidently understand and follow instructions. For instance, toddlers eagerly tidy up the toys and choose a new book to look at, when the childminder asks them to.
- The childminder works closely with other local childminders, they work together to plan outings and activities. Children benefit from taking part in outings and group activities, where they can develop friendships with children of similar ages.
- The childminder has good partnerships with children's parents. She uses effective methods to create a two-way flow of sharing information. The childminder takes time to speak to parents about their children's routines, interests, and learning. She gets to know about children's wider families, to learn

about who is important to them. She regularly sends parents photographs of their children so that they can see what experiences their children are having while they are with her.

- The childminder provides children with good support to develop their physical skills. Toddlers eagerly sit in front of her and practice rolling a ball. Children excitedly copy the childminder as they learn to gently roll the ball, taking turns and being aware of the space around them.
- The childminder makes accurate assessments of the children's progress, she uses their interests to promote their learning further by targeting her support on what children need to learn next. Although, she knows what she wants children to learn she is still developing the implementation of her curriculum, to ensure that all children receive the challenge that they need to help them to make good progress.
- The childminder recognises the benefits of professional development, and she reflects positively on previous training that she has completed. For instance, she recognises the benefit of her previous training on supporting children's communication and language skills. However, despite her positive experiences she does make the best use of professional development opportunities, to help her to keep her knowledge and skills up to date and relevant.

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:

- continue to develop and implement the curriculum to ensure that all children receive challenge to help them to make the best possible progress in their learning
- make better use of professional development opportunities, to enhance practice, and develop confidence in meeting the needs of all children.

Setting details

Unique reference number	EY306488
Local authority	North Somerset
Inspection number	10313831
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 12
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 September 2023

Information about this early years setting

The childminder registered in 2005. She lives in Weston-super-Mare, North Somerset. The childminder offers care Monday to Friday, for 48 weeks a year. The childminder is in receipt of funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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