

Childminder report

Inspection date: 31 May 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 happily arrive at the childminder's welcoming home. The childminder forms strong bonds with children and helps them to feel secure and gain a sense of belonging. Children confidently choose what they want to play with from the range of resources. The childminder ensures that resources are placed at a low level and accessible for children, so they can be independent. Children know the childminder's expectations and behave very well.

Children's knowledge of the wider world is enriched through trips into the community, such as to local playgroups with the childminder. This supports their personal and social development, as they have lots of opportunities to socialise with other children. The childminder also makes effective use of outings to teach children about how to keep themselves safe when crossing the road.

Children are provided with lots of opportunities to play outdoors. They enjoy learning how to blow bubbles and show great enjoyment in watering the flowers and vegetables they have planted. The childminder provides a range of resources for children to practise their physical skills. Children learn to operate ride-on toys and use a see-saw independently. This helps them build core strength and develop their muscles in readiness for their future learning.

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

- The childminder is proactive at seeking out training opportunities to help further develop her skills. She works with her local authority adviser to ensure that her knowledge is up to date. The childminder is currently completing training that is helping her to reflect weekly and focus on developing her provision for communication and language. The impact of this is evident as the childminder is careful not to over question children. She narrates children's play and introduces simple instructions and key words to build children's vocabulary. This helps children to become confident talkers for their age and experience an array of language.
- The childminder monitors children's development to identify what they need to learn and be able to do next. Overall, this information is used effectively to plan experiences that help to promote children's next steps in learning. On occasion, when planning and implementing activities, the childminder does not focus precisely on what children need to learn next to fully challenge them to think more critically, to focus and to concentrate for longer periods of time. This means that opportunities to extend children's learning even further are sometimes missed.
- The childminder frequently reads to the children. She provides a range of different books, such as board books and electronic books with buttons and

sounds. The childminder also understands the importance of regularly singing nursery rhymes. She encourages children to join in with the words and actions of familiar rhymes. Children develop a love of stories and enjoy joining her singing their favourite action rhymes.

- Children have daily opportunities to hear mathematical language. The childminder uses mathematical words to compare size and incorporates numbers into children's play. She encourages children to use their fingers to represent numbers and gently corrects their naming of colours. Children relish counting and matching colours as part of a group board game. The childminder praises the children as they share and take turns, playing cooperatively together. Younger children proudly demonstrate they are learning about shapes, colours and numbers.
- Children follow good hygiene practices and understand the need to wash their hands before eating and after using the toilet. The childminder places a strong emphasis on helping all children to develop their independence. For example, children learn to wash and dry their own hands. The childminder encourages children to help tidy away toys and put on their own shoes as they get ready to go outside. Children make good progress with their independent self-care.
- Parents speak very positively about the childminder. They feel there is good level of communication from the childminder about their children's development and care. The childminder sends photos throughout the day. She shares information with parents about children's progress and compares notes on how children are developing at home. This helps to promote a consistent approach to children's care and learning.

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:

- improve the quality of children's learning experiences further by planning activities even more precisely to add challenge and enable children to think more critically, to focus and to concentrate for longer periods of time.

Setting details

Unique reference number	EY343659
Local authority	Bath and North East Somerset Council
Inspection number	10339336
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	6
Number of children on roll	19
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2006. She lives in Peasedown St John, near Bath. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Catherine Parker-Johns

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder discussed her intentions for the children's learning and development with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation together.
- The inspector spoke to children during the inspection and took account of their views.
- Parents were spoken to by the inspector and their views were considered during the inspection.
- A range of documentation was viewed, for example, the childminder's training certificates.

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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