

Childminder report

Inspection date: 13 May 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 works effectively with her co-childminder to create a warm and welcoming, home-from-home setting for the children she cares for. She implements a balanced curriculum and plans a wide variety of interesting and engaging activities that motivate and help children to make progress in their learning. The childminder's calm, gentle and respectful manner towards children supports them to develop strong bonds with her. Children demonstrate that they feel safe and secure. They approach visitors with confidence and curiosity. Children behave well, listen carefully to instructions, and join in with the daily routines. For example, children quickly tidy the outside toys away when it begins to rain.

Children are developing high levels of independence. They wipe their noses and throw their tissues in the bin, manage their own coats and shoes, and wash their hands ready for snack and lunch. The childminder provides the right level of support to younger children to use a knife safely as they spread butter on their toast and cut it into triangles or rectangles. Older children do this confidently for themselves. This helps give children the range of independence skills they need, ready for school.

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

- Children benefit from the carefully planned environment the childminder provides for them. She encourages children to make their own decisions about whether to play inside or outdoors. Children especially enjoy playing with water. They have fun as they focus on filling different-sized containers and pouring water through waterwheels to make them spin. This helps children develop positive attitudes towards their learning and strengthens their hand muscles ready for early writing.
- The childminder knows her children well. She regularly observes children to monitor their progress and to establish appropriate next steps in their learning. This effective approach to assessment allows the childminder to swiftly identify gaps in children's learning and enables her to implement suitable strategies when children need additional support. The childminder continually builds on children's knowledge and skills and supports them to make good progress from their starting points.
- Interactions with children are always positive and supportive. The childminder joins children's play, talks about what they are doing and praises their achievements. However, occasionally, she does not adapt her questioning to fully extend children's thinking and learning. For instance, she misses opportunities to encourage children to make predictions and test their ideas when children tell her they are collecting objects in their wheelbarrows.
- Children have regular opportunities to meet with other childminders and children

to help build their confidence in new situations. The childminder organises visits to the beach, the library, the local retirement home, and regular forest school sessions. These experiences help broaden children's knowledge of their local community and encourage children's curiosity for the wider world.

- Parents speak highly of the childminder. They comment on how caring and approachable she is. The childminder regularly shares information and photos of children's learning with parents. She involves parents in children's next steps and gives suggestions for how parents can help their children at home with toilet training and behaviour issues, for example.
- Children are learning to make friendships. Older children give younger children their water bottles and help them take off their rain suits. However, children's learning is often interrupted as they go to the childminder for help with sharing or solving minor conflicts. The childminder sensitively deals with these issues but does not teach children the language and skills they need to manage these minor disagreements independently.
- The childminder supports her professional development in a variety of ways. For instance, she keeps up to date with any changes through internet reading and online courses. She works closely with her co-childminder and local professionals, which provides a network of support. The childminder uses strategies she gained from communication training to support children's language development, including using signs and symbols when children find it difficult to express themselves.

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:

- make the most of all opportunities to fully support and extend children's thinking and learning through effective questioning
- strengthen teaching to help children learn how to share and take turns and support them to solve minor conflicts independently.

Setting details

Unique reference number	EY358377
Local authority	North Somerset
Inspection number	10392348
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 August 2019

Information about this early years setting

The childminder registered in 2007 and lives in Weston-super-Mare, North Somerset. She operates all year round from 8am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded places.

Information about this inspection

Inspector

Mikaela Jauncey

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the co-childminder's premises with the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- Children talked to the inspector.
- The childminder talked to the inspector throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.
- The inspector took the views of parents into account.
- The childminder shared documents with the inspector to show how she monitors children's progress.
- The inspector observed interactions between the childminder and children throughout the inspection.

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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