

Childminder report

Inspection date: 28 July 2022

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 are settled and feel secure. They move around with confidence and show they know routines, such as tidying up and washing their hands before they have snack. They make independent choices about what they want to play with from the labelled storage boxes. Children enjoy a warm relationship with the experienced childminder. For example, they enjoy sitting with her to look at books. They build strong relationships with one another. They play and learn happily together. For example, they all get involved in exploring a mixture of rice and lentils. Children are well behaved and the childminder supports younger children to learn about sharing and taking turns.

The childminder knows children well and helps them to make good progress. She uses information from parents to assess each child's starting points and uses her own observations to work out what they need to do next to make continuous progress. She tailors activities to take account of children's interests and next steps of learning. For example, she has responded to children's interest in trains by buying a train table for them to use in their play. Children enjoy a wide variety of outings which help them learn about the world around them.

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

- Children are well behaved. They have excellent manners which they use without prompting and show great respect for one another. For example, they apologise when they step on another child's foot by accident. Children listen carefully to instructions. They know they need to share resources and are learning to take turns.
- The childminder knows what each child needs to learn next and adapts activities to take account of this. For example, she introduces scales to older children so that they can weigh the rice and lentils and learn about the concept of heavy and light. She asks younger children to identify the colour of the items in the rice mixture. The childminder uses effective methods of teaching to support children's learning. For example, she asks questions to prompt them to think and uses praise and encouragement to motivate them. She makes good use of incidental learning opportunities, such as getting children to count the number of cats in the picture when she reads them a book.
- Children are active learners who enjoy taking part in activities together. They focus well on what they are doing for extended periods of time. They confidently suggest ideas and introduce new aspects to activities and the childminder values these. For example, children decide to make cakes and talk about the flavours and blowing out the candles.
- The childminder provides good opportunities for children to learn about wider society. They regularly go out into the local community and visit interesting

places, such as National Trust properties and farms. The childminder values children's individual backgrounds and all children find out about special celebrations, such as Children's Day in Poland.

- Children are confident communicators who use language well and greet visitors with enthusiasm. The childminder provides effective support for children that are learning English as an additional language or are bilingual. She works with parents to learn phrases in their home languages and enables children to use their first language in the setting to support their overall communication skills.
- Children can make choices of what to play with from labelled boxes indoors but there are few resources set out to engage them and capture their interest. In the outdoor area, this is particularly apparent and it does not fully support those children that learn better outdoors.
- The childminder has a degree in early years childcare and education. However, she has not recently extended her knowledge and skills further to continually improve her teaching practice and extend children's learning to the next level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to protect children. She is aware of the various possible signs that they could be at risk of harm and knows what to do if she is concerned. She is able to discuss what she would do in different scenarios and has the necessary contact numbers to seek advice or to make referrals. Children learn to stay safe. When they make pretend cakes and talk about blowing out the candles, the childminder talks with them about whether children should play with fire. The children state that only adults are allowed near fire.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- review play areas and the range of resources freely available, both indoors and outside, to provide a richer learning environment that sparks children's curiosity
- build on existing knowledge and skills to make continuous improvements in the teaching of the curriculum and extend children's learning further.

Setting details

Unique reference number	EY369732
Local authority	Somerset
Inspection number	10235186
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2008. She lives in Yeovil, Somerset. She works Monday to Friday, all year round. She provides funded early education for children aged two, three and four years. She has a degree in early years care and education.

Information about this inspection

Inspector

Catherine Sample

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 spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed a planned activity and discussed it with the childminder.
- Parents shared their views of the setting with the inspector via email.

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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