

Childminder report

Inspection date: 25 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a clean, spacious, home-from-home environment. Children share a very strong bond with the childminder and clearly enjoy her company. They settle quickly into activities and feel safe and emotionally secure.

The childminder has a good knowledge of her broad curriculum. She plans activities and resources which stimulate children's interests and curiosities. She also plans regular outings and visits to extend children's experiences. This helps motivate children to learn and make progress. She does regular checks on children's progress and plans their next steps, sharing and agreeing these with parents.

Children enjoy playing outside. They use ride-on toys and their imagination as they pretend to make deliveries of milk bottles. They draw on the patio using chalk. The childminder encourages them to experiment with wet and dry surfaces. The children discover and comment that the chalk appears 'darker and harder to use' on the wet surface.

Children behave very well, listen to instructions and use polite language such as thank you. They treat the resources with respect and help to tidy away. They concentrate well and persevere, for example, when they spoon couscous into small bottles to make sound shakers.

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

- The childminder provides activities to address different areas of the curriculum. For example, she wants children to learn to recognise numbers from six to 10 and to understand that numbers relate to specific quantities. She arranges sets of different objects from one to 10 on a tray. Children excitedly discover a number in a lucky-dip tray. Then they count each set of objects accurately to match their number. They learn to recognise numbers, but also estimate quantities and work out the next number in a sequence. The childminder helps children to distinguish between the numbers six and nine.
- The childminder uses games to help children understand about taking turns. They play together using dice to match colours and then assemble puzzle pieces. When playing a pairs game to enhance memory skills, children suggest new rules. Although the childminder encourages this, she does not always take the opportunity to extend or challenge the children's reasoning skills or ideas even further.
- The childminder is an excellent communicator. She speaks clearly with positive facial expression and body language. Children confidently talk about their home life and use their imagination, such as describing unicorns living on the moon.

They love listening to books and use story-sack toys to vividly act out the stories.

- Children benefit from a variety of outdoor activities and outings. They regularly attend the local park, the beach and a playgroup where there are opportunities for further physical play and open spaces for exercise, role play and meeting other children. They go on train trips and outings to leisure parks and interesting places, such as educational attractions in Bristol. This gives children experiences of the wider community. The childminder helps children build up a positive awareness of diversity in the population, for example, by introducing them to older people. These activities enhance children's personal development exceptionally well.
- The childminder encourages children to do things by themselves. For example, they find and put on their own coats and learn how to prepare fruit at snack time. Children learn about risks and keeping themselves safe. For example, they know that they might fall when the grass is wet and slippery.
- Parents are very pleased with the provision. They greatly appreciate the caring nature of the childminder. They say she goes 'above and beyond' to support their children and the whole family.
- The childminder regularly accesses with online training courses and has professional conversations with colleagues about developing practice. She applies new knowledge from courses to enhance her practice. For example, she plans maths activities that introduce new concepts and sequence learning well.

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:

- identify the opportunities to extend children's own ideas to develop their reasoning skills even further.

Setting details

Unique reference number	EY369915
Local authority	North Somerset
Inspection number	10317419
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	23 May 2018

Information about this early years setting

The childminder registered in 2008. She lives in Weston-super-Mare, North Somerset. She offers care from Monday to Thursday, 8am to 5pm, all year around. The childminder receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Dobbs

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 childminder.
- The childminder spoke to the inspector about her curriculum and how she organises the provision.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector through written feedback.
- The inspector looked at relevant documentation.

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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