

Childminder report

Inspection date: 5 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 feel safe and secure in the childminder's home. They have warm attachments with her. Babies snuggle up with her, and older children laugh and giggle as she plays with them. The childminder is very attentive to the children, and they have fun in the relaxed environment she provides. Children use glue and brushes with good levels of dexterity to make leaf pictures, and babies use crayons to make marks on paper. Older children offer to help babies with their drawings, and the childminder tells them that is very kind but they are their own drawings and they like them just the way they are. Babies smile in response.

The childminder intends for children to be curious, active learners and critical thinkers. She encourages them to make up their own games and imaginary play. Children pretend to make meals together. The childminder suggests that they 'spin the pizza like in Italian restaurants'. Children make up catching and throwing games with bean bags and involve babies in their game. They clap and praise each other's successful efforts.

Parents highly recommend the kind and nurturing childminder. They say that their children are thriving and that she has had a major impact on their children's lives. Parents say the childminder supports children to be very sociable. They consider their children to be well prepared for school and capable of making very positive relationships and friendships. Children are extremely fond of the childminder and very happy to attend.

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

- Children are exceptionally well supported to manage their feelings and behaviour. The childminder gives them very clear and consistent routines, so they know what is expected of them. She teaches them to be kind and gentle, share their toys and play together. Children treat each other with a great deal of respect and kindness. They have consistently positive attitudes to learning. The childminder gives children praise and encouragement to keep trying when they find something difficult. This helps children to persist and feel proud of their achievements.
- The childminder shares books and stories with the children, which they listen to intently. The childminder encourages the children to fully engage with books and to join in with repetitive phrases, and she checks their understanding. Babies point to pictures and help turn the pages of the books. Older children look through familiar stories, looking at the pictures and saying 'the end' when they get to the end of the book. They talk about books they have at home. This promotes a love of books and stories.
- Children develop good vocabulary skills. They use words such as 'spiky',

'hibernate' and 'cosy' to describe hedgehogs. The childminder encourages the children to repeat the word 'hibernate' until they can pronounce it correctly. She explains what hibernation means and introduces other new vocabulary such as 'hoglet' and 'nocturnal'.

- The childminder takes children out frequently. They learn about planting and growing on trips to the allotment. Children develop good physical skills when visiting soft-play and local parks. They get plenty of fresh air and exercise as they walk to the local school and talk about their local community and the natural world.
- The childminder teaches children to keep themselves healthy. Children talk about what foods are good for them, and they wash their hands independently. The childminder attends to the personal care of babies with gentle respect. She sings songs to them as she changes nappies and washes their hands afterwards.
- Teaching is consistently good. The childminder evaluates her setting. She reflects on activities and considers resources that the children may like to play with. She does not make full use of her evaluation to consider how she could extend children's learning even further.
- Partnerships with parents are strong. The childminder keeps parents well informed of their children's progress. Parents value the support and guidance the childminder provides them to support a consistent approach for their children's 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:

- extend the evaluation of the setting to consider how teaching can be improved to support children's learning even further.

Setting details

Unique reference number	EY397741
Local authority	Somerset
Inspection number	10363900
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2009 and lives in Yeovil. She operates all year round, from 8am to 6pm, Monday to Friday. The childminder offers funded early years education for eligible children.

Information about this inspection

Inspector

Den Russell

Inspection activities

- The childminder and the inspector discussed how the curriculum is organised and the impact on children's learning.
- The inspector observed the childminder's interactions with the children throughout the inspection.
- The childminder discussed the leadership of the setting with the inspector.
- The inspector spoke to children throughout the inspection.
- The inspector read statements from parents to gather their views.

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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