

Childminder report

Inspection date: 27 June 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

The children are very happy in the childminder's company and share a close and trusting relationship with her. The childminder has a good knowledge of the children's individual personalities, interests and abilities. This ensures that her planning is targeted at specific areas of development across the age ranges. Children make good progress with their knowledge and build up their skills. For example, when babies show an interest in a pop-up toy, the childminder shows them which buttons to press and waits patiently while babies work things out for themselves.

The childminder emphasises developing children's personal, social and emotional development and is an excellent role model, showing children respect and valuing what they can do. As a result, children respond respectfully using polite words, smiles and gestures. Children learn to take turns and acknowledge other children's choices. For example, when babies choose a wind-up toy, the childminder helps toddlers to understand that they must wait for their turn before they can use it. She alleviates the waiting process by inviting toddlers to be kind and do the 'winding up' action for the babies and this delights them both.

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

- The childminder plans a broad curriculum following the learning and development requirements of the early years foundation stage. She shows innovative ways of teaching children the letters of their name. For instance, she hides letter cards in the garden for children to find and identify. The childminder reads stories to young children, helping them to focus by suggesting that they sit on her lap. Children learn new words such as 'kangaroo' and associate this with the action of jumping.
- The childminder alerts children to sounds in the environment, such as trains going by or the rustle of the leaves as the wind blows through the trees. She provides opportunities for children to listen to and respond to music by singing or dancing. She provides a range of electronic toys for younger children and babies to explore the different buttons and musical effects. These activities help children to later learn how to distinguish different sounds that they hear in words.
- The childminder introduces activities following on from a visit to the farm where children saw different animals and fed the lambs. She provides resources, such as model farm animals and matching games, to connect the learning. However, she does not fully extend the learning possibilities to broaden children's experiences, exploration and understanding of the world around them even further.
- The children benefit from a variety of outings. For example, the childminder

takes them to toddler groups where they develop their social skills by joining in activities with other children. They go for walks and the childminder uses these opportunities to teach children about road safety. At the local park, children enjoy watching the friendly squirrels and feeding them peanuts. They have regular visits to the beach, where they dig in the sand and learn about the differences between wet and dry sand. As well as exploring their local community, the childminder also provides activities for children to learn about other cultures in the wider world. For example, they learn about celebrations such as Diwali and about eating traditional foods, such as haggis on Burns Night.

- The childminder demonstrates good hygiene practices and helps children to learn when and how to wash their hands thoroughly. She makes sure they always have fresh drinking water available and reminds children to drink regularly when it is hot.
- Parents are very satisfied with the provision. They say that communication with the childminder is very good. They know that their children are happy, safe and progressing well.
- The childminder is keen to extend her own professional development. She reflects on her practice and has ideas for improvement. For example, she recently did a course on mathematics and has introduced new resources that are helping children to recognise numbers. Prompted by discussion with other practitioners, the childminder has plans to create a poetry basket to help her develop children's early literacy skills by extending their vocabulary and exploring rhyme.

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 learning opportunities even further to broaden children's experiences, explorations and understanding of the world around them.

Setting details

Unique reference number	EY400649
Local authority	North Somerset
Inspection number	10349798
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 4
Total number of places	4
Number of children on roll	5
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 2009 and lives in Weston Village, Weston-Super-Mare, North Somerset. She operates from 7.15am to 6pm, Monday to Thursday. The childminder has an early years qualification at level 3. She is in receipt of early years funding for children aged three and four years.

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 provider.
- The inspector spoke to the childminder about her curriculum and her aims for the provision.
- The inspector observed the quality of the interactions between the childminder and the children.
- The childminder showed the inspector recent feedback from parents giving their views about the provision.
- The inspector looked at the childminder's 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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