

Childminder report

Inspection date: 22 October 2019

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 happy and settled in the childminder's welcoming home. They have developed secure bonds with the childminder and her assistant. For example, children openly express their love for the childminder and sit with the childminder's assistant during singing time. The childminder knows the children in her care well. She knows each child's needs and how to support them with their development. Children with special educational needs are supported well and all children are making good progress. Children are learning key skills that will help with the next stage in their learning and eventual move on to school. For instance, children are able to express their needs and are developing good independence skills. Children's behaviour is good. When children do need guidance, the childminder ensures that she talks with them about their behaviour and how it affects others. She helps them to share and take turns.

The childminder is passionate about providing high-quality care and education. She is dedicated to her role and is continually trying to improve the service she offers. For example, she has detailed plans to develop her outdoor space so that children can use it in all weathers.

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

- The childminder has an excellent knowledge of how children develop. She uses this knowledge to support the children in their learning and gives parents ideas on how deal with children's behaviour at home. The childminder has high expectations of what children can achieve but she ensures that these expectations are realistic for children's individual age and stage of development.
- The childminder regularly observes her assistant's interactions with the children and offers ongoing guidance to help him to develop his practice.
- Children benefit from a range of outings and experiences. For example, children are eager to talk and recall in great detail a recent trip to a safari park. They talk about animals they enjoyed seeing, such as lions, monkeys, butterflies and wolves. Once a fortnight the children visit a care home and take part in activities with the residents.
- The childminder and her assistant access training to update their skills and knowledge. For instance, the childminder has recently attended Makaton training to support children with their communication and language. She uses Makaton throughout her interactions with the children to support them with their communication and language development.
- Children have plenty of opportunities to be outdoors in the fresh air. They spend lots of time in the childminder's well-resourced garden. For example, children develop good perseverance and physical skills as they push ride-on toys up the garden and show good balance as they ride them down a slope. Children enjoy

digging in compost and develop their arm muscles as they transfer compost into a tray to use to plant grass seed.

- Occasionally, the childminder and her assistant do not make the most of the opportunities that arise to use skilful questioning to encourage children to develop their problem-solving skills to challenge and extend their learning even further.
- Children have lots of opportunities to explore and learn about the world around them. For instance, children spend a prolonged period of time searching for worms and are fascinated as they look at seeds inside a pod. The childminder is making a conscious effort to be more economical. For example, they are now using reusable cloths and making eco bricks to stop the amount of plastic going into the environment.
- Partnerships with parents are good. They speak highly of the childminder and her assistant and the care they provide. They comment that they are like family and are very warm and friendly. The childminder keeps parents regularly updated with the progress their children are making.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure understanding of their responsibility to keep children safe. They are aware of the possible symptoms that could indicate a child is at risk of harm. They are aware of wider safeguarding issues and the signs to be aware of. The childminder and her assistant are vigilant about children's safety. They ensure that children are supervised at all times and use risk assessments effectively to minimise risks to children both in their home and on outings.

What does the setting need to do to improve?

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

- strengthen questioning skills to develop children's problem-solving skills to extend and challenge their learning even further.

Setting details

Unique reference number	EY406294
Local authority	Bath and North East Somerset Council
Inspection number	10061497
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	11
Number of children on roll	26
Date of previous inspection	21 June 2016

Information about this early years setting

The childminder registered in 2010. She lives in Paulton, Bristol. The childminder works Monday to Friday, 7am to 6pm, all year round. She works with an assistant every day. The childminder holds a relevant level 3 qualification and her assistant is working towards a level 3 qualification. She provides free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector looked around the areas of the setting available to children.
- The inspector spoke with the children, the childminder and her assistant at appropriate times during the inspection.
- Parents' views were taken account of, through written feedback provided and by talking to parents.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all persons living at the premises.
- A joint evaluation of an activity was carried out with the childminder.

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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