

Childminder report

Inspection date: 27 February 2023

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 childminder and her assistant provide a warm, welcoming and homely atmosphere. On arrival, young children snuggle in for cuddles and settle quickly, which shows that they feel safe and secure. Parents are confident to leave their children at the setting. They say that their children love their time at the childminder's setting and ask to be there even when they do not need to be.

The setting is well resourced to accommodate all the different ages of the children. On arrival, older children freely self-select a board game and settle quickly to play with the assistant. Younger children excitedly ask to play outside in the safe, well-resourced garden. Children develop good physical skills. For example, younger children blow bubbles as they run around, while older children play football.

The childminder and her assistant set clear boundaries. Children share, take turns and play well together. Children say 'please' and 'thank you' and are respectful to each other. Children behave very well at this setting. Snack time is a social occasion and children demonstrate that they look forward to the healthy food provided. They sit well at the table and talk to their peers as they enjoy their home-made meal. Children make healthy choices as they discuss their favourite fruits.

The childminder supports each child's learning and development by using her vast bank of knowledge and experience. As she knows the children extremely well, she knows how to pitch activities to keep children engaged in their learning. Children are learning the skills to support their next stage of learning.

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

- The childminder and her assistant supervise children's play well. They join in with children's games, such as playing cricket. Both the childminder and her assistant engage well with children during all activities. They encourage children's curiosity and imagination by asking meaningful questions and allowing children sufficient time to respond.
- Partnerships with staff at the local school and pre-school are particularly good. For example, the childminder and her assistant work closely with the school to extend children's learning even further. They also help younger children to develop their knowledge of topics they are working on in class, such as 'dinosaurs' and 'space'.
- The childminder and her assistant support children to develop their independence and promote their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at

snack time, they wash and dry their own hands and serve their own food. Children are confident and independent learners.

- The childminder shows good commitment to improving the quality of her provision. She accesses regular training to help improve her skills. However, there are fewer opportunities for her assistant to attend training to support his professional development.
- The childminder and her assistant support children's speech and language development effectively. They engage children in regular conversation throughout the day to extend and build on their communication skills. They speak clearly and use repetition of language to help children say words correctly. Younger children enjoy playing with older school children. This provides opportunities for children to interact with others and develop their social skills even further.
- The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. For example, children say that they love playing football and enjoy making slime and princess crowns. However, there are fewer opportunities for children to enjoy a quiet space for reading or relaxation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities around keeping children safe. They know what to do if they are concerned about a child's safety and have a good understanding of the potential signs and symptoms of abuse and how to make a referral. The childminder has attended additional training to support her good understanding of different safeguarding concerns, such as the risks of online abuse and grooming. Children learn how to play safely and tidy away toys to keep the environment free from trip hazards. The childminder assesses potential risks in the nearby park and playing fields before children access these areas, to help keep them safe.

What does the setting need to do to improve?

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

- explore training opportunities to fully support the assistant to develop his professional skills to a higher level
- enhance the areas available to children, for example by developing a quiet and cosy area for children to relax or read book.

Setting details

Unique reference number	EY451538
Local authority	Bath and North East Somerset Council
Inspection number	10263214
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	0 to 11
Total number of places	12
Number of children on roll	21
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2012 and lives in the village of Wellow, near Bath. She operates during term time from 7.30am to 6.15pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Tracey Cook

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 the evaluation of the setting.
- The inspector observed the childminder's and her assistant's interactions with the children and assessed the impact on their learning.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence of the childminder's suitability and training.
- The inspector took account of parents' views through feedback forms and by speaking to them on the day.
- The inspector had a learning walk across all areas of the house and gardens to understand how the provision is organised.

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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