

Inspection of Perrin, Caroline Louise

3 Clarence Street, TAUNTON, Somerset TA1 1XA

Inspection date: 31 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a well-organised, welcoming environment. Children are happy and confident in the childminder's home. They have strong relationships with the childminder and her assistants. Children's eyes light up when they see their key person and excitedly run to them for cuddles. Children develop a love of books. They look at them independently and take them to the adults to have them read to them. The childminder and her assistants recognise the importance of using books and songs to encourage children's language skills and extend their vocabulary. Children are eager to explore and investigate the good range of resources. For example, they see how things change when they look through magnifying glasses and binoculars. The childminder and her assistants plan good activities, which children are eager to repeat so that they remember their learning and develop new skills. They sequence the learning well until children can manage for themselves. For example, they start by supporting children with every step of making dough. Each time they provide the activity, they encourage the children to recall what to do and the correct order, until eventually they can make it for themselves. Parents have not entered the premises during the COVID-19 pandemic; however, they confirm that they receive extensive information, which enables them to provide consistent care and support their children's learning at home.

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

- Children benefit from consistently good-quality teaching. Adults help children to make links across their learning, such as recalling seeing swans in the park as they notice them in a story. The childminder enables her assistants to lead activities and provides a good role model. For example, as she interacts with children making dough, she extends their vocabulary as she demonstrates what 'kneading' means. She demonstrates how a tear in a book can be a learning opportunity, as she supports children in thinking of solutions and finding out if they work.
- The childminder has changed her planning and assessments to enable the adults to spend more time interacting with the children, while observing and identifying what children need to learn next. They plan well to support children effectively in leading their learning through their own interests as well as engaging in adult-led activities. However, occasionally, they do not observe closely enough to see what children are thinking. They sometimes move children on to the next activity when they are engaged in another, which does not always enable deep concentration and learning.
- Children develop a positive awareness of their uniqueness and other people's differences. Children who speak English as an additional language have good opportunities to develop their communication and language skills and gain a

strong sense of identity. Adults narrate what children are doing and repeat back to them to hear correct pronunciation.

- Children behave well and gain a good understanding that adults have different expectations depending on the situation. For example, they know they can run in the park but not in the library. Children are willing to have a go and persevere with new or difficult tasks, such as learning to use scissors. They are inquisitive and enjoy investigating, finding out different ways of using resources. However, occasionally, the assistants do not provide sufficient challenge for older children, so they are not always highly motivated to make the best progress possible.
- The childminder intends for children to become as independent as possible, which is implemented successfully by all adults. Even toddling babies know to go to the portable sink when it is time to wash their hands. They pull themselves up and copy what they see the other children doing, very pleased with themselves. Young children help themselves to tissues, wipe their nose and put the paper in the bin. They even notice when others need a tissue and get them one too. The adults' care practices support children in feeling secure. They provide excellent interaction during nappy changing.
- The childminder has a clear ambition for high-quality care. She constantly evaluates her practice and seeks parents' views, so working in partnership with parents and others is a strength. The childminder mentors her assistants and provides them with links to research and training. There is a shared commitment to continuing their professional development. They ensure that they have the skills they need to help the children in their care more effectively, such as promoting language and communication skills and supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants keep up to date with all aspects of child protection. They all have a secure knowledge of how to identify and protect children who may be at risk, and they know the procedures to follow to safeguard them, including if they have concerns about each other. The childminder carries out good risk assessments and takes action to minimise risks. The adults ensure that children gain a good awareness of how to keep themselves safe.

What does the setting need to do to improve?

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

- help children to have sustained time to concentrate, engage and extend their thinking
- improve the support for assistants to enable them to challenge older children more effectively, so that all children make the best progress they can.

Setting details

Unique reference number	EY435388
Local authority	Somerset
Inspection number	10125747
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 4
Total number of places	12
Number of children on roll	17
Name of registered person	Perrin, Caroline Louise
Telephone number	01823289058
Date of previous inspection	14 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in the centre of Taunton, Somerset. She operates for 49 weeks of the year from 8am to 5.45pm, Monday to Thursday, and from 8am to 4.30pm on Friday. The childminder works with three assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds an early years foundation degree, and one of her assistants holds an early years qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

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 setting.
- The childminder led the inspector on a walk around her premises and discussed her intentions for children's learning and the safety of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's development.
- The childminder and the inspector carried out a joint observation on her assistant's interactions during free play outdoors.
- The inspector took account of parents' feedback from recent questionnaires and spoke with the children.
- The inspector spoke with the childminder at convenient times throughout the inspection, assessed her and her assistants' safeguarding knowledge and sampled 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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