

Childminder report

Inspection date: 14 March 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

Children are settled and happy, and they enjoy their time with the childminder. They are offered a good choice of activities and are encouraged to make decisions about their play, indoors and outside. When they arrive, they quickly engage in play, making use of the good variety of accessible resources. Children enjoy the play and learning experiences the childminder plans. For example, they are keen to play a shape recognition game and show their ability to recognise and name shapes and colours. They even name hexagons and trapeziums correctly. They confidently count the number of shapes they have and know they have more than those of the childminder.

They learn how to make different colours and shades of paint by mixing; then use the colours to recreate the rainbow they saw when out walking with the childminder. They love to look at books and thoroughly enjoy favourite stories the childminder reads. The children relate well to one another and like to engage in role play based on their own experiences, such as cooking and visits to a pretend café. Children are well behaved and very polite, saying please and thank you without being prompted. They learn good hygiene practice and are developing their independence skills.

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

- The childminder is calm, kind and very sensitive to children's individual needs. She ensures each child receives the attention they need and encourages their independence. The children receive praise and encouragement from the childminder, who fosters their self-esteem well.
- The childminder plans a suitably varied curriculum that covers all areas of learning. She has a good awareness of children's interests and where they are in their development. She plans activities that build effectively, overall, on what children know and can do. As a result, children make good progress in their learning and development.
- The childminder helps to prepare children in readiness for school. Children receive good support to develop their language and mathematical skills. The childminder introduces new vocabulary and makes good use of questioning to challenge children's thinking. She recognises the reluctance of some children to engage in activities she plans to help them to develop their early writing skills. However, she has not fully considered more creative ways to promote this aspect of children's learning.
- The childminder offers a good balance of focused, quieter activities and more active play. Children enjoy outdoor play in the garden, for example pretending to cook in the outdoor kitchen, bouncing on the trampoline, propelling themselves on sit and ride toys, and gardening activities. She also extends children's play

experiences and understanding of the world outside the setting. She takes children to the park, library and local airport. Regular attendance at childminding groups enables children to socialise with other children and take part in a wide range of activities, including creative play and cultural celebrations.

- Partnerships with parents are good. The childminder encourages parents to tell her about children's interests and abilities from the earliest opportunity. She provides daily feedback about children's activities, including photographs, and regular updates on their progress. The childminder has experience of working in partnership with parents to support children with special educational needs and/or disabilities.
- Although the childminder talks to parents about children's experiences in other settings, she is not proactive in working in partnership with others to seek and share information about children's progress. Therefore, she cannot be sure that the experiences she offers complement those children have elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed recent online safeguarding training and is clear about her responsibility to identify and respond to any concerns about children's welfare promptly. She knows who to report any concerns to. The childminder maintains a safe and secure environment and is vigilant in her supervision of the children. The childminder models good hygiene practice and children learn to wash their hands routinely, for example, before eating.

What does the setting need to do to improve?

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

- explore ways to encourage all children to develop their early writing skills
- improve the partnership with other settings children attend, to foster two-way sharing of information and ensure that the experiences offered complement those children receive elsewhere.

Setting details

Unique reference number	101241
Local authority	Gloucestershire
Inspection number	10265247
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	31 May 2017

Information about this early years setting

The childminder registered in 1993 and lives in the St. Mark's area of Cheltenham in Gloucestershire. The childminder offers childcare between the hours of 8am and 4pm, four days a week throughout the year. She accepts funding for the provision of free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3. She occasionally works with an assistant.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the areas of the home used for childminding and observed activities indoors and in the garden.
- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children, and spoke with her at appropriate times during the inspection.
- The inspector observed and spoke to children as they engaged in their play and learning activities.
- The inspector looked at evidence of first-aid training and other relevant documentation.
- The inspector and childminder discussed how she safeguards children's welfare.

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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