

Childminder report

Inspection date: 13 March 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 nurturing childminder creates a warm and welcoming environment where children are happy and feel very much at home. She gets to know children well and provides them with a range of resources linked to their individual interests and learning needs. Children confidently lead their own learning and make independent choices about their play. The childminder supports children's well-being effectively. She helps them to feel safe and secure. The childminder is sensitive and gentle. She reaches out to hold children's hands and offers them a cuddle when they need reassurance. Young children develop their imaginative skills and display the same gentle nature. They carefully attend to their dolls and pretend to take them for a walk.

The childminder's well-sequenced curriculum is successful in promoting children's confidence and curiosity in the world around them. Each day, the childminder takes children on enriching outings to places of interest in the community to further develop their understanding of the world and instil in them a respect for nature and their heritage. For example, she takes children to visit local wetlands, woodlands, historic houses and farm parks. The childminder encourages children to reflect on these experiences and build on past knowledge. Following a trip to the garden centre and previous planting experiences, children remember how to plant their own strawberry and carefully place the roots in the soil first.

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

- Partnerships with parents are strong. Parents praise the childminder's secure and nurturing environment and state that their children thrive in her care. The childminder uses effective communication methods and makes sure parents are informed about children's experiences and progress during their time at the setting. She uses daily diaries to promote continuity in children's learning between home and her setting. However, the childminder has not yet developed effective partnerships with all early years settings that the children attend to share information and offer a consistent approach to children's learning and development.
- Overall, children display positive attitudes to learning. They focus well and engage in the activities on offer. The childminder reminds children of age-appropriate expectations for their behaviour, for example to use 'kind hands', to share and to take turns. However, she does not consistently introduce children to the language of emotions to help them better understand how they feel and learn to self-regulate their behaviour.
- Children learn the importance of a healthy lifestyle. The childminder supports them to follow good hygiene routines throughout the day. She teaches children to wash their hands before snack time, after using the potty and after playing

outside. The childminder recognises that some children can be reluctant to try new foods. She gradually introduces them to different fruits to help them to develop confidence in trying new food types. She makes links between the foods they eat for snack and past learning experiences. For example, she explains that the strawberries they have for snack are the same fruit that they are growing in the garden.

- Young children benefit from plenty of opportunities to practise their physical skills. They are confident and move in a range of ways around the childminder's home and garden. For example, children walk across the patio to fill up the watering can and hold this tightly to return to the tray and water the plants. Children coordinate their bodies as they ride on a push-along tractor and trailer. They navigate this around the room, moving both forwards and backwards.
- The childminder promotes children's early communication and language skills. She joins in with children's play and offers a narrative to what they do. The childminder models language during activities. She introduces mathematical language and prompts children to count. For example, as children place wooden fruits into a basket, the childminder encourages them to count each one. When planting outside, she supports children to count how many strawberry plants they have in the pot. Children point to the plants and count 'one, two'.
- The childminder regularly evaluates her practice to improve outcomes for children. She seeks professional development opportunities to enhance her knowledge and skills. The childminder attends online training and mandatory training, such as paediatric first aid and child protection. She works closely with a network of other childminders in the local area to share ideas and good practice. She recently led a 'wear your wellies' day to support children's contribution to the wider community. She took the children to meet with other childminders and their children to complete outdoor activities and raise money for charity.

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:

- build on ways to introduce the language of emotions to children's play to further raise their awareness of their feelings and better support their self-regulation
- strengthen partnerships with other settings that the children attend to share information and promote consistency in their learning and development.

Setting details

Unique reference number	101255
Local authority	Gloucestershire
Inspection number	10317377
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 May 2018

Information about this early years setting

The childminder registered in 2000 and lives in the Bishops Cleeve area of Cheltenham, Gloucestershire. She offers care for children from Monday to Wednesday between the hours of 8am and 5pm. The childminder is registered to provide funded early years education for children aged three and four years.

Information about this inspection

Inspector
Holly Smith

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- Parents shared their views on the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.

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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