

Childminder report

Inspection date: 20 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 curriculum provides children with good opportunities to practice their counting. For example, children know they are three and use their fingers to represent the number. They make connections for example, when they count the pigs in the story. Children identify the different sizes of the farm animals, correctly describing them as 'big' and 'small'. Children keenly listen to rhymes that help them write these familiar numbers.

Children lead their own play. They use resources imaginatively. For example, they place the toy bricks in a line making good attempts to balance as they walk across them. They reach for the childminder's hand when they need help. Young children enjoy pushing the trains through the puddles of water, confidently telling the inspector the names of the trains. The childminder notes children's interest in the water and provides children with brushes to paint the wall. Children do so enthusiastically with big arm movements.

Children make choices about which songs to sing. Older children make good attempts to finish the rhyming sentences. Children follow the actions successfully for example, to move like different animals. Older children understand the effects exercise has on their bodies, commenting that it makes them 'sweating'.

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

- The well-designed curriculum promotes children's communication and language skills well, overall. Older children listen well to a traditional story, 'The three little pigs'. The childminder helps children recall what they know and repeat the language so that children can use later in follow-up activities. However, the childminder does not always model language accurately for example, referring to 'piggies', 'horsies' and 'sleepies'.
- The childminder adapts the curriculum well to support those children with special educational needs and/or disabilities. She works well in partnership with parents and health professionals to support children's physical development.
- Older children develop their ideas well and have good attention. For example, once they have completed their brick house they decide to make it 'longer' and add sticks underneath. However, the childminder does not always support younger children as well as she could to focus and persevere in planned activities.
- Children are kind and helpful to each other. For example, an older child collects the box of shoes and passes each child their correct shoes. Older children gain independence for example, making good attempts to put their shoes on. They also wipe their own noses and dispose of tissues in the bin, understanding how to keep themselves healthy.

- Children are happy and settled, forming strong bonds with the caring childminder. The childminder is respectful of children's play. She explains what is happening now and what will happen next, helping children feel secure. However, the childminder does not always make her expectations clear. For example, she does not consistently encourage young children to become familiar with tidying away discarded toys. This means on occasion the play area becomes cluttered and this can hinder children's opportunities to play and learn.
- The childminder provides a safe and secure environment. She uses her risk assessments well to ensure that children remain safe on outings. She implements her policies and procedures successfully. For example, she ensures the safe collection of children by known and authorised adults.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding the put 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:

- model words accurately to help build children's communication and language skills
- help younger children to develop their attention skills further to support them to engage fully in their learning
- support younger children further to understand routines and behavioural expectations.

Setting details

Unique reference number	136339
Local authority	South Gloucestershire
Inspection number	10312258
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2001. She lives in Longwell Green, South Gloucestershire. The childminder holds an early years qualification at level 3. Childminding takes place between 8am and 6pm on Monday to Friday, for most weeks of the year. The childminder may take funding for the provision of free early education for children aged two, three and four years old.

Information about this inspection

Inspector
Rachael Williams

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 childminder.
- The childminder took the inspector on a tour of the premises and explained how she plans the curriculum.
- The inspector spoke with children and read parents' testimonials during the inspection and considered their views.
- The inspector observed the childminder's interactions with children and discussed their learning.
- A sample of documentation was discussed and observed.

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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