

Childminder report

Inspection date: 17 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a homely, welcoming environment. She works with parents to get to know the children when they first attend her setting. This helps her to learn about children's interests, routines and developmental stages. She provides a curriculum that considers what children already know and builds on their skills and knowledge further.

The childminder prioritises developing warm and caring relationships with children to help them to feel safe, secure and confident in her care. She helps children to learn social skills and to explore different environments. For instance, children regularly attend groups where they take part in activities and meet other children. They enjoy visits to the local care home, where they sing and play with the residents. Children develop good relationships with the childminder. They go to her for comfort and snuggle into her when they are tired. Children are confident to explore the resources and activities that are available to them, and they demonstrate independence when choosing from the resources to play with to support their own interests.

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

- Since the last inspection, the childminder has worked with other professionals, taken part in training and carried out research to ensure that she has made the necessary improvements to the service that she provides. She has worked hard to focus on developing a curriculum to help children make the progress of which they are capable. She monitors children's progress closely and considers how she can provide the right support to promote their interests and learning needs so that children become keen and motivated to learn.
- The childminder has a good understanding of how children learn, and she considers how to sequence their learning so that children can develop their skills and knowledge further. For instance, she supports the youngest children to stand unaided, to help them develop the strength in their legs and balance as they are starting to learn to walk.
- The childminder has developed good partnerships with children's parents to help children to settle and feel secure in her care. She uses handover times to speak to parents about how children have slept and how they have been in the morning. This helps her to tailor her support to meet their care needs. However, she does not consider how she can develop these partnerships further to ensure that they work with changes to children's routines, such as when children are starting to wean.
- Babies are interested in books and the childminder supports this well. She models language as they look at the pictures in the book, and babies listen and point to the illustrations, showing interest in learning. However, at times, the

childminder does not consider how she can support babies to develop language skills further, as she plays alongside them, to encourage them to make sounds and develop the use of words.

- The childminder targets her own training and development to focus on supporting children's individual needs. For instance, she is learning about children's attachments and how to support children who struggle with separation, to help children with the transitions between her setting and other childcare provision. However, she has not yet developed partnerships with the other settings that children attend, to create a shared approach to meeting children's needs.
- The childminder has a good understanding of her responsibilities to keep children safe. She ensures that she carries out risk assessments of her home and for the outings that she takes children on. The childminder monitors children's welfare and understands the indicators that may mean that a child is at risk of harm. She has a good understanding of how to act on any concerns and how to report them to the necessary professionals.

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:

- continue to develop the partnerships with parents to support children's changing needs and routines
- develop partnership working with other professionals to provide a shared approach to children's care and learning
- continue to develop the support given to help children's communication and language skills.

Setting details

Unique reference number	2602032
Local authority	Gloucestershire
Inspection number	10281267
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 February 2023

Information about this early years setting

The childminder registered in 2020. She lives in Gloucester. The childminder offers care from 7.30am to 5.30pm, Tuesday to Friday, all year round, apart from family holidays. She is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents, read written feedback from other parents and took account of their views.
- The inspector carried out a joint observation of an activity with the childminder.
- 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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