

Childminder report

Inspection date: 6 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enthusiastically settle into playing with their friends when they arrive. They develop good friendships with the other children and use their imaginations as they make up games. They invite their friends to join them in their pretend play, saying, 'Who wants to come on the train with me? I'm driving.' The childminder widens their experiences by taking them on outings linked to their creative play, such as out on a bus or to the local city farm.

The childminder is kind and caring. She treats all children with respect and listens carefully to them. She encourages the children to be independent and ready for their move on to school. Children learn to put on their outdoor clothes and boots on their own. They take pride in learning how to tidy up after themselves, such as putting their plates away and wiping the table after lunch.

The childminder has created a purposeful environment. Children delight in making play dough with the childminder. They learn to develop a love of books in the cosy book corner. They experiment with digging and transporting water in different ways in the garden. They look closely at insects and worms with magnifying glasses and make homes for the creatures they find.

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

- The childminder has a very good understanding of the educational requirements of the early years foundation stage. She provides children with a vast array of activities and experiences. The childminder carefully considers how she can extend the children's learning. For example, she draws shapes on fruit to provide a talking point at snack time and to increase shape recognition. She skilfully uses questioning to deepen the children's understanding.
- The childminder promotes healthy lifestyles. She encourages the children to eat a healthy range of foods and talks to them about why different foods are good for their bodies. The childminder encourages the children to be active in the garden. She teaches even the youngest children how to climb ladders safely on the climbing frame. She organises fun running races and teaches the children to balance on a wobble board. She encourages children to think about how their bodies feel when they exercise.
- Children are confident and readily share their opinions with the childminder and other children. The childminder puts in place good routines, and children respond well to them. The children listen carefully as she reads them a story. The childminder recognises the need to teach children how to share toys and offers support to those who find sharing difficult.
- The childminder identifies children with special educational needs and/or disabilities. She uses her experience to support them in their next steps, such as

in their speech and language development. The childminder recognises the progress children have made over time. She offers help to families who require additional support and takes an interest in children's home lives. However, she needs to make more timely referrals for additional professional support for children and their families, which would enable children to make even faster progress.

- Parents are incredibly happy with the care and education the childminder provides. They praise the homely environment and describe being 'blown away' by the activities she offers. The childminder shares daily updates about their children's progress, both by secure messaging and through discussion. She also shares more formal progress reports with them, such as the progress check report for children aged between two and three years. Parents are aware of their children's next steps and what they can do at home to support them.
- The childminder is enthusiastic and proud of the service she provides. She is keen to continue her professional development and recognises areas where she would like to develop her knowledge further. For example, she has recently completed a course on how to support families. The childminder understands the need to communicate with the other settings children in her care attend. However, she has not yet contacted all of the other shared settings to discuss relevant information.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding training regularly and is aware of how to use her safeguarding policy to recognise and report abuse. She has a good understanding of a wide range of safeguarding issues, such as county lines. She understands what to do if an allegation is made against her. The childminder records concerns and understands the need to check for patterns of non-attendance. She considers how to keep children safe in the garden and carries out regular risk assessments. The childminder teaches children how to safely cross the road and use play equipment in the garden.

What does the setting need to do to improve?

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

- make more timely referrals to other agencies in order to support children and their families further
- continue to develop relationships with shared settings to help children make the best possible progress.

Setting details

Unique reference number	2614935
Local authority	Gloucestershire
Inspection number	10263610
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in the Longlevens area of Gloucester. The childminder provides care for children from 8am until 5pm, Monday to Thursday, term time only. She provides occasional holiday care on request. The childminder holds a relevant level 6 qualification.

Information about this inspection

Inspector
Leanne Edge

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on the children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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