

Childminder report

Inspection date: 17 May 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 very much enjoy their time with the childminder. Strong bonds are clear to see as children beam with excitement when they run to her to play a game of catch. Children feel safe and secure in the care of the nurturing childminder. She respects and values each child individually and supports the needs and interests of them all effectively. All children make good progress, as the childminder has high expectations of what they can achieve. The childminder works closely with parents and keeps them well informed about what children are learning and what they need to learn next.

Children show a strong sense of belonging in the home-from-home environment. They enthusiastically chat to the childminder as she encourages them to share news of family life. Children behave well. Older children become role models for younger children. For instance, they kindly help the younger ones with tasks such as putting on their shoes. In turn, younger children learn to care for their friends too as they place sun hats on each other's heads. Children show curiosity and a love of learning at the childminder's home. They become highly absorbed in their explorations. They enjoy counting and naming minibeasts as they find them using magnifying glasses. They delight in discovering that strawberries have grown and hurry to tell the childminder.

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

- The childminder closely monitors children's learning and progress. She uses observation and assessment effectively to ascertain children's next steps and to identify any gaps in learning. The childminder makes referrals to other professionals as necessary to get additional help, should children need it. She works closely with parents and other settings to ensure consistency in the support for children. This helps all children to reach their best possible outcomes.
- The childminder uses effective interactions to encourage children's communication and language skills. Children hear new words, which helps to increase their vocabulary. The childminder clearly models words such as 'bristly' and 'cocoon' during language-rich play activities. When reading stories to children, the childminder pauses to encourage children to fill in the missing word. Occasionally, she does not allow enough time for younger children to process conversation or questions before moving on.
- Children have ample opportunities to develop their independence and master everyday tasks. The childminder helps them to become confident in managing their self-care, pouring their own drinks and putting on their own coats. This helps children to develop the skills they need for the future and the next stage of their learning, including school.

- Children benefit from a well-designed curriculum that supports them in all areas of learning. The childminder frequently takes children on a variety of outings. This helps them gain new knowledge through meaningful first-hand experiences. For instance, children animatedly describe a recent visit to a local farm to the inspector. Older children recall learning about the natural world as they exclaim they pulled 'a big parsnip' from the ground. Younger children show care and concern when they talk about a broken bird's egg they had found.
- The childminder is committed to her ongoing professional development. She evaluates her provision to ensure that it meets the needs of all children in her care. She researches and seeks training to extend her knowledge to help her identify and support children's differing learning needs. She has recently undertaken sign language training to further support children's communication skills. She regularly meets with other childminders to share ideas for good practice.
- Partnerships with parents are highly effective. The childminder seeks information from parents about children when they start. This helps her to get to know them and their family well. She involves parents in their child's ongoing progress. She regularly shares photos and observations of children's learning through an online platform. Parents have the utmost praise for the childminder. They comment that she is 'providing children with a strong foundation for the future' and they feel 'lucky to have her in their child's life'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her role and responsibility in safeguarding children. She undertakes regular training to help her recognise the signs and symptoms of when a child might be at risk of harm. She knows the procedures to follow and who to report to, should she have concerns about the welfare of a child. The childminder is aware of other safeguarding issues that can affect children, such as the influence of extreme or radical views. She also shares information with parents about children's online safety. The childminder carries out risk assessments to ensure that her home is safe and when taking children on outings.

What does the setting need to do to improve?

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

- allow younger children enough time to process conversations and questions so they can comment and respond, to promote their communication and language skills even further.

Setting details

Unique reference number	2639881
Local authority	Gloucestershire
Inspection number	10289172
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 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2021. She provides care for children at her home in Kingswood, Gloucestershire. She operates Monday to Friday, during school term-time. She holds an appropriate early years qualification at Level 3.

Information about this inspection

Inspector

Michelle Grayling

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 setting.
- A range of documentation was sampled by the inspector, including information relating to the childminder's suitability to work with children, first-aid certification and safeguarding policies and procedures.
- The inspector sought and considered the views of parents.
- The inspector carried out a joint observation of teaching with the childminder and they evaluated it together.
- The childminder led the inspector on a learning walk of the setting to discuss the organisation of the curriculum and what she wants children to learn.
- The inspector spoke to the childminder and children at convenient times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023