

Childminder report

Inspection date:

27 September 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 are settled and happy in the childminder's care. They form strong relationships with the childminder, who knows them and their families well. The childminder is a wonderful role model. She is attentive and responds warmly to children's individual needs. Children develop good social skills, and they are gentle and considerate towards their younger peers. This is because the childminder sensitively explains that babies are much smaller than them and are still exploring and getting used to their time at the setting.

The childminder provides an ambitious curriculum, which is inspired by children's interests. She supports children's understanding of the community and the world around them. For example, the childminder regularly takes children to visit the library and plans outings to the fire station. The childminder provides children with a good selection of age-appropriate books. Babies explore board books and grasp them with both hands. They turn the pages of the book and babble away to the childminder, who offers them praise and encouragement.

The childminder promotes children's communication and language skills well. She engages them in meaningful discussions and helps them to recall past learning experiences by giving them clues to help them remember. Children make links between discussions and their memory and proudly share how they recently tasted a tomato that they had grown in the childminder's garden. The childminder supports children's growing vocabulary. For example, she explains a piece of orange is called a 'segment'.

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

- The childminder uses her knowledge of child development to assess children and plan a broad curriculum. She carefully plans the environment to promote all areas of learning. Children access a wide range of good-quality resources that helps them to play and learn. For example, children display high levels of motivation and perseverance as they use wooden and plastic hammers to chip away at ice to release pretend minibeasts that are frozen inside.
- The childminder provides plenty of opportunities to support children's mathematical development. She skilfully introduces mathematical vocabulary during everyday routines. For example, at mealtimes, the childminder encourages children to count how many savoury biscuits they have on their plate. She supports children's thinking and problem-solving skills and encourages them to work out what to do when there is only one biscuit left. The childminder supports children to think about the feelings of their peers if they were to eat the last biscuit. Together, they decide to cut it in half.
- Children learn good independence skills from a young age. This prepares them

well for their eventual move to playgroup and school. Children manage their self-care and learn to wipe their nose, put their tissue in the bin and wash their hands. They understand that hygiene routines, such as handwashing, helps prevent the spread of germs. Children are patient and take turns to wash their hands at the sink. The childminder places coloured dots on the floor, which children stand on when they are waiting for their turn.

- Children have opportunities throughout the day for fresh air and exercise. Older children practise their balance and coordination as they navigate their way across coloured stepping stones. Babies benefit from sensory experiences as the childminder encourages them to feel the texture of grass and pebbles with their hands. However, the childminder does not always provide enough opportunities for babies to develop their strength and balance to help further extend their physical development and promote the transition from crawling to walking.
- Partnerships with parents are very good. Parents appreciate the informative feedback on their children's learning and experiences and display their gratitude for the support she provides for them as parents. However, the childminder is yet to develop partnerships with other settings children attend to share information and fully promote a consistent and complementary approach to children's learning and development.
- The childminder reflects on the service she provides. She knows what she does well and thinks of ways she would like to improve. The childminder actively updates her professional development and attends a range of training. This helps to support her good teaching and make sure that children continue to receive a high standard of early education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home clean and well organised. She completes daily checks on all areas of the premises to ensure that it is secure and safe for children to play. The childminder has a strong understanding of child protection practice and knows the procedures to follow should she have a concern for a child's welfare. She shares information with parents about e-safety to inform them of the impact of excessive screen time and to promote safe internet use with older children.

What does the setting need to do to improve?

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

- enhance opportunities for babies to develop their strength and balance to further extend their physical development
- build on partnerships with other settings children attend to promote a consistent and complementary approach to children's learning and development.

Setting details

Unique reference number	2643374
Local authority	Gloucestershire
Inspection number	10308640
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives Churchdown, Gloucester. She operates during term time, from 8am to 5pm, Tuesday, Wednesday and Thursday. The childminder holds qualified teacher status. She provides funded early education for two-, three- and four-year-old children.

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 and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 spoke to several 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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