

Childminder report

Inspection date: 12 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the childminder. They sit together for the 'welcome' song and wait excitedly for the 'special puppet' to join them. The childminder uses the puppet to help the children to explore how they are feeling each day. The childminder is kind and caring and knows the children well. Children have lots of cuddles and the childminder gently soothes them as they fall asleep.

The childminder plans termly themes to deliver the curriculum. She understands the importance of developing children's language, and this is threaded throughout her curriculum. The childminder captivates the children. She sings songs with actions, pausing to encourage children to say the next word. This helps to develop the children's communication and to build their vocabulary. As the children play, the childminder joins in and comments on what they are doing. For example, they all sit together playing with blocks and the train tracks. As they play, children spontaneously start to sing, remembering songs they have learned.

Children behave well. They play alongside each other, sharing resources. The childminder provides reminders to be gentle and kind. The children show they feel safe and secure. They respond positively to requests. For example, they help to tidy up and to leave their shoes at the door.

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

- Parents compliment the childminder and are happy with the care she provides. The childminder keeps parents well informed of how their children are progressing. She provides daily feedback and regularly shares photos of the children's learning, for example mud painting in the woods. Parents comment on how the children always leave smiling. They appreciate the childminder's flexibility and the activities she provides to support their child's learning at home.
- The childminder plans activities based on the children's interests. She promotes early communication and language skills by reading their favourite stories aloud. She encourages them to notice and name the characters in the book. However, at times, learning is disrupted by daily routines. For example, some children have their sleep time before others. All the children have to finish what they are doing and tidy up. This limits their opportunities for playing and to deepen their learning experiences.
- The childminder attends training and keeps her knowledge up to date. This helps her to identify any gaps in the children's learning and development. When children need additional support, she works with parents to put this support into place. The childminder knows who and how to refer to outside agencies when children need further specialist support.
- The childminder teaches the children mathematical language through her

activities so they learn about numbers and colours. For example, she plays a game to encourage the older children to name the colour of the scarf they want to use. For the younger children, she names the colour as they make a choice. This helps to reinforce the learning. Together, they count the scarves. However, the activity is too quick and the younger children do not have enough time to play and explore at their own pace.

- All children learn about healthy lifestyles. The childminder reminds the children to drink water that they can access independently. She also teaches the children about brushing their teeth and how to keep their teeth clean. Children enjoy social mealtimes. They all sit together around the table. Younger children explore their healthy finger food snacks. This encourages them to feed themselves and develops their hand muscles.
- Children have regular opportunities to develop their physical skills. They have plenty of space to move around indoors, and younger children practise walking. The children have lots of fresh air as they play outdoors, running around. The childminder carefully plans regular outings into the community. For example, she takes the children to the library and the woods. She encourages the children to learn more about nature and animals. The outings help them to develop their understanding of the world around them and broaden their experiences.

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:

- provide more opportunities for younger children to extend their play and follow their interests
- ensure that daily routines do not interrupt children's chosen play and learning.

Setting details

Unique reference number	2647900
Local authority	Gloucestershire
Inspection number	10332995
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2021 and lives in Lydney, Gloucestershire. She works all year round, except for bank holidays and family holidays. The childminder works Monday to Friday from 7.30am to 5pm. She holds a level 3 qualification in early years. The childminder provides funded education for two-year-old children.

Information about this inspection

Inspector

Verrity Simons

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 showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents wrote and shared their views of the childminder's provision, which the inspector took into account.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this has on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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