

Childminder report

Inspection date:

13 March 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

This warm and caring childminder welcomes the children into her home with a smile. She focuses on building strong relationships with the children and their families. The childminder collects the children from the local school. She asks them about their day and what they have been doing. Children show they feel safe and secure with the childminder. They eagerly ask her questions about what they will be having for a snack and tell her what they want to play with or do at her home. The childminder supports the children to keep themselves safe within the community and prepares them for later life. She talks to the children about road safety and how to behave when next to a road. Children listen and follow her instructions. They stay close by and are mindful not to walk too far ahead.

Children spend time in the local community with the childminder, which supports their health and well-being. They visit a small woodland area, where they learn about nature and the world around them. The childminder understands the need for the children to be physically active after a long day at school. Children enjoy the park, where they climb play equipment and run around. They participate in songs and dances designed to get their bodies moving. In the morning, the childminder encourages the children to do a 'shake-up and wake-up song' to prepare their bodies for the day. This embeds positive attitudes towards being active and maintaining a healthy lifestyle.

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

- The childminder sets up the play environment well to meet the needs and interests of the children. She ensures children have access to a wide range of resources and materials. Children become deeply engaged in their chosen play or activity. They enjoy playing matching games and making pictures out of beads. The childminder positions herself at the children's level. She joins in with their play by asking questions and having conversations about what they are doing. This enables her to extend children's knowledge and understanding.
- Children demonstrate good social skills and behave well. They happily share resources and show kindness towards each other. The childminder has worked with the children to create a set of rules and boundaries for everyone to follow, such as respecting the beliefs and opinions of others. The childminder is a good role model. She supports children to understand how their actions affect others and helps them solve any minor conflicts. The children use their manners and show respect for the environment around them.
- The childminder continuously reflects on the care she provides. She adapts the playroom to meet the needs and interests of the children in her care. The childminder gains regular feedback from parents and children to identify any

areas for improvement. From feedback, she created a quiet area in the dining room for older children to complete their homework and reading.

- Children learn about healthy eating and maintaining a well-balanced diet. They enjoy a wide range of healthy fruits and vegetables at snack time. Children count out blueberries and compare quantities with each other. They eat some of their blueberries and giggle as they guess what amount they might have now. The children show high levels of independence. They use knives to spread butter on their crackers and cut their fruit. The children help with daily jobs, such as preparing and clearing the table after snack. Children gain a sense of responsibility and belonging.
- Parent partnerships are strong. The childminder works closely with parents to ensure children get the best possible care. She provides parents with a wide range of support and guidance on issues, such as challenging behaviour, separation and speech and language development. Parents value and appreciate the childminder for her flexibility. She provides tailored care to meet their needs. Parents state their children love attending the childminder's home. Children come home excited to tell their parents about all the fun things they have done in her care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2648112
Local authority	Gloucestershire
Inspection number	10333047
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	4 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2021. She live in Cheltenham. The childminder offers care before and after school, Monday to Friday term time only. Before school care is from 7.30am to 9am and after-school care is from 3pm to 6pm. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- This was the childminder's first routine inspection 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 provision.
- The inspector observed the childminder's interactions with the children during play, both indoors and outdoors.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, including first aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- The inspector engaged with the children 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.

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