

Childminder report

Inspection date: 3 September 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

The childminder and co-minder help children to settle quickly. They offer cuddles and engage warmly with them. Children are happy and have formed strong bonds with the childminder and co-minder. The childminder and co-minder set up activities based on children's interests, which capture their attention as soon as they arrive. The childminder focuses her curriculum on personal, social and emotional development to help children feel safe, secure and emotionally manage their feelings. She ensures that the activities she provides are targeted to challenge children and build on what they already know.

The childminder and co-minder successfully role model positive interactions, which supports children to develop an understanding of how to engage well with others. Children are beginning to form good friendships with their peers and are kind and friendly towards adults. For instance, older children work together to dig and explore the real vegetables, taking turns and sharing the resources. Children enjoy spending time outside, where the fresh air and exercise helps to promote their good health.

Children have highly positive attitudes to learning and show a willingness to join in with all activities. They demonstrate good independence and help the childminder to tidy away. They know how to wash their hands afterwards in preparation for snack. Children practise their pouring techniques when filling up their cup with water and try hard to cut the melon using child-friendly knives. Children make good progress from their starting points and are developing the skills for their next stage of learning.

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

- There are effective arrangements for working in partnership with parents. The childminder and co-minder give regular feedback to parents about children's development, progress and the day they have just had. Parents say that the childminder and co-minder ensure they implement routines in the setting that parents use at home to allow for consistency in learning. Parents say they 'love the effort' the childminder and co-minder make in keeping them informed and uploading lots of photos to the online system.
- The childminder and co-minder keep their knowledge up to date and current. For example, they attend regular training courses to improve their knowledge and further support the children in their care. The childminder identifies further training needed to support children in her care, such as focusing how boys learn and develop.
- The childminder and co-minder plan what they want children to learn during activities, for example farming resources in the discovery tray. They ask relevant

questions, such as about different animals and vegetables, when children explore the different textures. However, at times, the childminder and co-minder answer questions before children have time to think through their responses. This does not support her to assess what children have learned and does not encourage children to think through their ideas and express their thoughts.

- The childminder and co-minder are passionate about providing good-quality care for children. They work well as a team. The childminder has a clear vision for the setting. She shares this with her co-minder. The childminder creates an engaging curriculum, providing activities around children's interests in what she is trying to teach them. She has a good understanding of child development and uses the curriculum to build and extend what children already know. The childminder uses assessments of children's development to inform her curriculum and planning. She focuses on the skills children will need to progress in their next stage of their learning, such as promoting their independence.
- The childminder supports children to develop their own ideas for play. For example, children enthusiastically use fire engines and a play phone. Children work together happily as they pretend to put out the fire and call the fire station. The childminder and co-minder add resources to extend the play. This makes children giggle with delight and demonstrates warm and friendly relationships.
- The childminder and co-minder offer children a range of opportunities to develop their mathematical skills. Children count toys and begin to recognise numbers. However, this is not always consistent. For example, the childminder and co-minder do not always provide children with opportunities to hear language, such as big, small or more than, to extend their mathematical knowledge and vocabulary even further.

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:

- allow older children enough thinking time to answer questions to assess more effectively what they know
- provide children with more opportunities to hear mathematical language to develop their early mathematical skills even further.

Setting details

Unique reference number	2676211
Local authority	Gloucestershire
Inspection number	10260047
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2022. She lives in Weston-Subedge, Chipping Campden. The childminder offers care Monday to Wednesday from 9am to 2.30pm, term time only. The childminder holds an appropriate childcare qualification at level 3 and works with a co-minder who holds a level 5 qualification.

Information about this inspection

Inspector

Tracey Cook

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.
- The childminder and co-minder discussed how the curriculum has been implemented and the impact that this has on children's learning with the inspector.
- The childminder and co-minder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector considered the views of parents spoken to at the inspection.
- The childminder provided the inspector with a sample of key documentation on request
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed 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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