

Childminder report

Inspection date: 3 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 develop secure bonds with the kind and caring childminder. They quickly become engrossed in their chosen play. Children use their imagination as they play with the train set. Their play is supported by the childminder who explains what the parts of the train set are used for. For example, she tells children that the shelter is where people wait for the train to arrive. Children listen attentively to the childminder. They use this information in their play. Children pretend to stop the train at the shelter so people can get on the train.

Children behave well. They engage in group games and learn to share and take turns. The childminder is a good role model. She plays alongside children and models how to wait patiently for their turn. Children have fun as they play a card game. They follow the childminder's instructions as she encourages them to pick two cards. Children recognise when cards match and use vocabulary, such as 'same' and 'different'.

Children of all ages display an interest in books and stories. They come together before snack and sit quietly with the childminder as she reads them a story about a royal family. Children confidently share their ideas. They point to the illustrations and proudly state that the character is wearing a crown.

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

- The childminder works with her co-childminder to create a broad curriculum. Together, they plan a wide range of interesting activities inspired by children's individual interests and events taking place in the world around them, such as the King's Coronation. The childminder observes children's play and makes ongoing assessments of children's development to monitor the progress they make. However, sometimes children's planned next steps in learning are too broad and are not precise enough to maximise the progress they make.
- Good settling-in procedures are in place. The childminder gathers information from parents about children's interests and routines at home. She uses this information to support children in the setting. Children are invited to attend settling-in sessions where they spend short periods of time in the childminder's care. This supports children's emotional well-being and ensures that children are ready for the move from home to the childminder's care.
- The childminder shares information with parents about children's experiences at the setting. She speaks with them at drop-off and collection times and shares information by digital messages if required. Although the childminder informs parents about what children are focusing on during their time at the setting, she does not always share ideas to encourage parents to continue or extend children's learning at home.

- Parents speak highly of the childminder, her co-childminder and the care and education that children receive. They state that they are pleased with the variety of activities children take part in and appreciate the childminder's helpful and supportive nature.
- The childminder supports children to lead a healthy and active lifestyle. They have daily access to an inviting outdoor-learning environment, which successfully promotes their physical development. Children practise their balance and coordination as they ride up and down the patio on ride on toys. The childminder helps children to understand the importance of road safety. She introduces children to a pretend traffic light as they walk around the garden pushing a dolly in a pushchair. Children learn that 'red' means they need to stop, and 'green' means they can go.
- The childminder encourages children's independence during every day routines. At snack time, children learn to cut their fruit into pieces using a safety knife. Children choose if they would like to drink milk or water, and carefully pour this into their cup.
- The childminder manages children's personal care sensitively. For example, before changing their nappy she speaks to babies and informs them what she is going to do. Sleep routines are managed well. Children sleep peacefully in comfortable surroundings. The childminder monitors children to ensure they are safe and well.
- The childminder works well with her co-childminder. They deploy themselves effectively to make sure that children are well supervised and have their individual learning needs met. When attending local toddler groups, the childminder meets with other childminders to share ideas and discuss good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She attends child protection training and accurately identifies the potential signs and symptoms that may indicate a child is at risk of harm. The childminder is clear on the procedures to follow in the event of a concern for a child's welfare. This includes the handling of concerns relating to the exposure of extreme views or radicalisation. The childminder is clear on the procedures to follow in the event of an allegation being made against herself or her co-childminder.

What does the setting need to do to improve?

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

- review children's planned next steps in learning to make sure they are precise enough and support children to make the best possible progress

- build on the already good partnerships with parents to share ideas and support them to continue and extend children's learning at home.

Setting details

Unique reference number	2684327
Local authority	Gloucestershire
Inspection number	10260046
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Hucclecote area of Gloucester. She works with a co-childminder, who is also her mother. Together, they provide care for children from Monday to Friday, between the hours of 7.30am and 6pm, all year round, apart from bank holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The inspector viewed the areas of the premises used for minding and discussed with the childminder her intentions for children's learning.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector reviewed documentation including evidence of the childminder's suitability.
- The inspector considered the views of parents from written testimonials.

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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