

Childminder report

Inspection date: 8 February 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 provides well-thought-out play environments for children. She is getting to know the children's likes and interests. She plans appropriate activities and experiences for children that are building on what they already know and can do. She adapts her practice to include things that interest the children. For example, providing opportunities for children to help care and feed the pet rabbit following their interests in animals.

Children enjoy different experiences with the childminder. She helps them to learn about the local community and wider world. Children visit the local shops to buy food for snack time. At the local park they practise and build on their physical skills as they explore the play equipment or run about in the park. Other outings include story time at the library. Children listen in larger groups to stories and then get the chance to borrow books to take home and share with their parents. They are developing a love of books and stories.

Children feel safe and secure with the childminder. She offers the children support and reassurance they encounter difficulties or new situations. Children seek her out when they trip over and need comforting or if they want reassurance about how to join in activities. The childminder is a good role model and helps children to talk and play cooperatively with others.

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

- The childminder reflects well on the care she provides for children. She reviews her practice as well as the environments and plans for positive improvements. For instance, she is looking to add a roof to the timber frame over her patio area so children can play better outdoors in all weathers. She talks with parents and considers the individual needs of the children to make sure they learn and develop well. The childminder is continuing to build on the curriculum for children to make sure that all children in her care including those who have special educational needs and/or disabilities make good progress from their starting points.
- Young children show high levels of concentration as they play. The childminder offers sensitive support as they attempt to complete tray puzzles. She asks children what animals they can see on the puzzle pieces and encourages them to copy new words, animal names or sounds the animals make. Children recall some of them from having completed the puzzles before, telling the childminder they have the sheep that says 'baa' or the cow that says 'moo'. Others make connections with the books in the book box,. They fetch the farm book and proudly showing the childminder the matching pictures. Children's vocabulary is increasing, and they are becoming more confident in talking.

- Children behave well. They listen to the childminder and then help her, when she says it is time to put the toys away. They check with her that they have the correct boxes for the toys before putting them in. The childminder reminds children about the 'rules' such as using 'kind hands' rather than snatching toys from their friends. She follows this with praise when they share and take turns well. Children show respect for others and are learning to care for their play spaces.
- Children are learning how to take care of themselves. They attempt to put on their shoes and know to wash hands after having nappy changes. However, at other times such as snack time, the childminder prepares everything for the children rather than letting them help and develop their independent and self-care skills further.
- Young children have plenty of choices about how and what they want to play with. They know where to find different toys and resources. For example, some choose to play with the toy vehicles. They fetch the box they need and choose the vehicles they want. The childminder prompts further learning asking about the colour, size and shape of the toys. Other children decide to play with the pretend kitchen. They bring out the saucepan to show the childminder who asks what they have in it. Children find the pretend food, carrots when directed by the childminder. Children are extending their learning well with good interactions from the childminder.

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:

- further enhance children's independent and self-care skills during routine times such as letting them help prepare and serve food at snack time
- continue to embed the curriculum to make sure it is building effectively on what children know and can do.

Setting details

Unique reference number	2709270
Local authority	Gloucestershire
Inspection number	10332383
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 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in January 2023. She has called her business Socks and Shoes Childminding and offers care in Bishops Cleeve, Cheltenham. The childminder holds an appropriate childcare qualification at level 3. The provider receives funding for the provision of free early education for children aged three and four years old.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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