

Childminder report

Inspection date: 21 January 2025

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 benefit from a varied and balanced curriculum, which considers their interests and next steps in learning. They enjoy an interactive dragon story with the childminder. Older children respond confidently to posed questions and develop their imagination. Younger children also enjoy sharing a textured book. They reach to touch the different materials and hear new vocabulary as the childminder interacts well to engage in children's learning.

Children confidently explore their environment, making choices about their play and learning. When young children cannot reach a resource, they make their needs known and the childminder supports their requests, interacting well to build with blocks. The childminder is fully aware of children's interests and home experiences, which enables her to provide experiences that motivate and engage children. For example, children keenly play with the dental set, learning about dental hygiene as they brush the plastic teeth.

Children are inquisitive and like to know how things work. Older children focus on putting hand puppets in a toy recycling bin. They persevere, testing their ideas until they succeed. Children show pride in their achievements.

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

- The childminder uses her professional discussions and training to provide a varied range of experiences to build on children's knowledge and starting points. She makes regular observations to identify what children need to learn. She works closely with parents to gather initial information and provides regular feedback on children's progress.
- The childminder interacts well with the children as they lead their play. When children take their learning in a different direction, the childminder provides palettes and different coloured paint to aid their exploration. However, she does not always ensure that she challenges older children, for example, to think about the new colours they have mixed, to develop their critical thinking even further.
- On occasion, the childminder does not consider the differing attentions of children during group activities. This leads to interruptions in older children's learning and they are unable to finish their task.
- Children engage well in daily routines as they learn the pattern of the day. They make choices as to whether to have a snack now or later. They understand they need to wash their hands first and sit at the table to eat. Children make healthy choices. Older children gain good independence and coordination, for example cutting the banana and persevering to peel a satsuma.
- Children behave well and are kind to each other. The childminder uses effective strategies to support children to learn behaviour expectations. For example, she

introduces 'social stories' to help children understand what objects are acceptable to bite. She engages well with parents to encourage consistent strategies between the setting and home. The childminder encourages empathy and helps children to learn the words so that they can describe how they are feeling.

- Children form strong bonds with the childminder and enjoy cuddling close for a story. The childminder is respectful, asking children before she changes their nappies and talks to them throughout the process. The childminder meets children's care needs successfully.
- The childminder keeps children safe, especially on outings. Her premises are secure and she implements effective procedures to ensure children are collected by known and authorised adults.

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:

- support older children to extend their language and thinking to challenge them even further
- review the organisation of group activities to enable all children to complete their task without interruption.

Setting details

Unique reference number	2734527
Local authority	Gloucestershire
Inspection number	10379475
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	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in August 2023 and lives in Great Oldbury, Gloucestershire. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays. The childminder is in receipt of funding for early years children.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The childminder discussed the curriculum and what she wants children to learn with the inspector.
- The inspector read testimonials from parents and spoke with children during the inspection, considering their views.
- The inspector conducted professional discussions with the childminder during the inspection and observed her interactions with children.
- A sample of documentation was discussed and observed.

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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