

Childminder report

Inspection date: 2 August 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 is attentive and kind. She knows each individual child well in this happy, welcoming home and builds strong bonds with children and their families. This is a safe and secure place where children's needs and interests are put first.

The childminder has a well-targeted curriculum that supports children to make good progress in their learning. She uses children's interests to provide a wide range of activities that cover all areas of learning. Water play in the mud kitchen involves pouring and squeezing sponges, which requires increased strength and coordination. This helps children refine their large-muscle skills as they pour water, fill containers and carry water, promoting their muscular development. With help from the childminder, children use sand to make patterns and count and construct shapes. Children have a lot of uninterrupted time to follow their own interests and make progress exploring their own ideas. The childminder supports children to engage in collaborative play. They share and take turns. Children assist one another to use magnetic tiles to make a house with windows, for example.

Children thoroughly enjoy role play and dressing up. They pretend to be mummy, go to the shops in the toy car and are encouraged to be imaginative and creative. The childminder makes good observations of children's play and uses the information to plan activities and challenges to help children extend their learning. For example, she developed the brick-building game by incorporating the story of 'The Three Little Pigs', huffing and puffing the building down. The childminder knows engaging alongside young children leads to valuable teaching and learning moments.

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

- The childminder nurtures children's independence and their health and well-being. Children learn about healthy eating as they discuss the benefits of eating fruit when cutting oranges and strawberries. Children know why they use sunscreen. They put on their own sun hats and shoes to play outdoors.
- Parents are active partners in their children's learning. They know what their children are doing and learning. Parents say their children have grown in confidence and gained lots of skills. Parents value that their children's individual needs are well catered for, such as children who prefer to play outdoors. They say they have excellent ongoing communication about their children's progress with the childminder. However, sometimes the childminder does not work swiftly enough with parents to enable children's development to progress.
- Children are learning to behave in positive ways. They get consistent, encouraging guidance from the childminder. Children are learning to respect other people's opinions as they vote to choose the story to be read. They are

beginning to understand that others have different views. The childminder models good behaviour; she is caring and polite. She gives praise and attention when children behave well. She helps children talk about their emotions and uses signing to support children's understanding. This helps children to express how they feel to others.

- There is a strong focus on developing children's communication and language. Children spontaneously sing songs and rhymes. The childminder is a skilled communicator. She supports children who speak English as an additional language well. She watches, lets children lead, waits for an appropriate moment to join in and then responds to what the children are saying to allow for a high-quality interaction. For example, to support children's next steps, she correctly pronounces what they are saying and builds their confidence in speaking.
- The childminder has a strong commitment to continual professional development. She has recently completed special educational needs coordinator training to develop her approach to supporting children with specific needs. She reflects on her practice with her assistant and considers what they can do better.
- Children concentrate, persevere and show positive attitudes to their learning. For example, children learn resilience to face challenges. They try again and again to get their sandcastle complete, for example discussing with the childminder how to improve and solve problems in terms of what they can do differently to get it right. This helps them to achieve when faced with something tricky.

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:

- work more closely with parents to progress children's developmental milestones.

Setting details

Unique reference number	2758722
Local authority	Gloucestershire
Inspection number	10358285
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 7
Total number of places	6
Number of children on roll	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminding agency from 2021 until November 2023. She registered with Ofsted in November 2023. The childminder lives in Gloucester. She works with an assistant. The childminder operates her service Monday to Friday, from 7.30am to 5.30pm. She offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Claire Cook

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 inspector read feedback from several parents and took account of their views.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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