

Childminder report

Inspection date: 5 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

Children are happy in the childminder's care. They form secure relationships with the childminder and her assistant and are confident to play and explore. Children benefit from spending plenty of time outdoors in the fresh air. The childminder supports children's understanding of the natural world as she takes them for rural walks along the lane outside her home. Children excitedly splash through puddles and watch animals, such as cows and sheep, grazing in the nearby fields. Older children learn how to keep themselves safe as the childminder prompts them to remember the rules when they are walking. Children listen carefully for cars and know that they must stand on the grass to let them pass.

The childminder gets to know children and their families well and uses this knowledge to plan a range of experiences to support their ongoing progress. Her curriculum places a strong focus on helping children to gain practical skills. The childminder plans weekly activities so children can practise different skills, such as painting, bread making, baking and cleaning. Children demonstrate a clear understanding of routines and behavioural expectations. They sit up at the table for mealtimes, cross their arms and sing a familiar song together to demonstrate their thanks for the food they will eat. The childminder and her assistant are effective role models. They sit alongside children and gently prompt them to use good manners, such as saying please and thank you. Children display kind and positive attitudes as they pass fruit and crackers to each other.

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

- The childminder plans a range of experiences to support children's learning. However, when planning some aspects of the curriculum, the childminder does not precisely identify what she wants children to learn from these experiences. This impacts on her ability to clearly focus her teaching and ensure children's learning is maximised at all times. For example, although she plans activities, such as group walks in the local area, she does not clearly identify what she wants children to learn and remember from this.
- The childminder uses local organic produce to prepare freshly cooked, healthy meals for children. When baking with the children, she uses fruits or vegetables as a natural sweetener to reduce sugar intake and promote their overall health. Although the childminder reminds children to wash their hands before mealtimes, she is not consistent in teaching children why hygiene routines are important or how healthy foods benefit their bodies, to deepen their understanding of a healthy lifestyle.
- The childminder gives each child a named peg for storing their belongings. She fosters their independence by encouraging them to put on their coats and boots for outdoor play. Older children persevere and manage to get ready on their

own. However, the childminder does not always organise these routines well enough. At times, older children's learning becomes interrupted because they have to wait for long periods while the childminder and her assistant help other children to get ready.

- Children play cooperatively with their peers. They demonstrate a sense of responsibility and take turns as they carefully wash wooden animals in a ceramic bowl. The childminder and her assistant effectively support young children's communication and language skills by asking some questions about the animals. Children make links between the animal shapes and the sounds they make. For example, cows say 'moo' and sheep say 'meh'.
- The childminder follows robust procedures to recruit assistants safely, ensuring they are suitable to work with children. She discusses their roles and responsibilities with them on a daily basis. The assistant reports satisfaction with her role and appreciates the support she is receiving during the induction period.
- The childminder updates her knowledge through research and reading email bulletins from the local authority. She identifies training needs and has recently completed a food hygiene course. The childminder looks for ways to improve. For example, she plans to enhance car parking arrangements to support parents with even better drop off and pick up.
- The childminder builds strong partnerships with parents. She invites them into the setting when their children first start to gather information about their development. She consults with parents daily, sharing information about their children's care and daily experiences. Parents provide positive feedback, appreciating the 'wholesome, home-from-home environment' and the childminder's nurturing approach. They also value the advice on topics, such as children's digestive systems and potty training.

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:

- identify more precise learning intentions for all planned activities to enhance teaching and maximise children's progress
- develop further ways to support children to fully understand the benefits of hygiene routines and the impact of healthy food on their body
- strengthen the organisation of daily routines and reduce the amount of time children spend waiting to prevent interruptions to their learning.

Setting details

Unique reference number	2759820
Local authority	Gloucestershire
Inspection number	10349611
Type of provision	Childminder
Registers	Early Years 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 2023 and lives in the Rendcomb area of Gloucestershire. She holds an appropriate early years qualification at level 6 and works with an assistant who is qualified to level 3. The childminder offers care all year round from Monday to Thursday between the hours of 8am and 6pm, with the exception of bank holidays and family holidays. She provides funded early education for the children in her care.

Information about this inspection

Inspector
Holly Smith

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the childminder's assistant at appropriate times during the inspection and took account of their views.
- 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 inspector considered the views of parents through written testimonials.
- 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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