

Childminder report

Inspection date: 23 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 settle quickly to play in this nurturing and calm setting. The childminder is very child-focused. She follows and supports children's interests. She uses what she knows children can do to plan her curriculum and provides play experiences that help all children learn and develop. She facilitates and builds on what children are doing to extend their learning. For example, when children are building a train track, they explore through trial and error to build a continuous loop. The childminder supports their problem-solving skills, discussing what they are doing and what else they can consider. She praises children for observing and making suggestions, helping them persevere and work things out together. Children extend the game imaginatively, using the toy emergency service vehicles and aeroplane. Children choose from a wide range of easily accessible resources. They show concentration and creativity as they build boats out of wooden boxes and comfy seats out of fabric and cushions. They talk about travelling the world.

The childminder is a good role model. She promotes positive behaviour and respectful relationships. She develops strong bonds with children, helping them to share their ideas and feelings. For example, children apologise to their friends for mistakenly spoiling their game. Children are learning to take responsibility for their actions and this helps create a harmonious atmosphere. Children know the consistent routine and rhythm of the day. This helps them feel safe and self-confident.

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

- Children participate in daily tasks in this homely setting. They make the batter for pancakes for lunch. They know they need milk, flour, and eggs and to whisk it together. They have done this before, which bolsters their knowledge and self-esteem. They show good coordination and manipulative skills.
- The childminder actively supports children's learning about the natural world. Children walk up and down hills in the rain, through the woods and know to be careful as the ground has become slippery. They drag branches through the earth and pick kindling for the wood-burning stove. They know the darkest raspberries are the ones ripe enough to eat. Children learn to take risks and have the space and environment to explore and discover the world around them.
- Children develop good literacy skills. They listen intently to stories. They select books they would like to hear. The childminder is a great storyteller. She makes stories fun, using different tones of voice and pace of reading and acts out the different characters in a story. Children sit close by on cushions, asking questions about the book. The childminder has a strong focus on supporting children's communication and language.
- The childminder helps children to develop good personal health and hygiene

skills. They wash their hands before snack, after toileting and when returning from outdoors. Children know how to put their waterproof trousers over their wellington boots so as not get wet socks. Children are learning to have a healthy life as they have daily access to fresh air and exercise.

- Children have access to a wide range of nutritious foods. The childminder encourages children's independence as they practise spreading hummus on their rice cakes. Children self-select from bananas, satsumas and olives. The childminder uses snack time to engage in conversations about food and supports children's social skills. Children ask their friends what they would like to eat and offer and share foods with each other.
- Partnerships with parents are strong. Parents feel well informed. Observations and assessments of children's learning and progress are regularly shared with parents. However, this is not yet in place with the other settings that children attend, to consistently meet children's individual needs. Parents value the range of outdoor activities their children experience and how they support their development.
- The childminder reflects on her practice. She considers what else she can offer children to extend their learning. She seeks feedback and develops links with others. She has a focus on continual development and undertakes online training to enhance her knowledge, such as recently completing training on supporting children with autism.

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 other settings children attend to complement and support their learning.

Setting details

Unique reference number	2762193
Local authority	Gloucestershire
Inspection number	10349581
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 5
Total number of places	4
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Nailsworth, Stroud. She operates Monday to Thursday from 9am to 3pm, all year round. The childminder receives funded early education for three-year-old and four-year-old children.

Information about this inspection

Inspector
Claire Cook

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documents, including evidence of the suitability of all persons living and working at the premises.

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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