

Childminder report

Inspection date: 19 April 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are confident communicators at this setting. They approach the inspector and politely ask her what her role is. They eagerly tell her, 'We are going to do some painting, would you like to watch us, we can mix colours.' They then discuss what they can already do and say, 'I can hop and stand on one leg, do you want to see me doing that?' Children are secure in their abilities and confident in unfamiliar situations. They regularly share their thoughts and ideas. There is a calm, friendly and warm relationship between children and the childminder. The childminder is a positive role model and teaches children how to be kind and polite. Children demonstrate they are secure and happy in her home.

The childminder has designed a curriculum that sequences children's learning well. For example, during a story, the childminder and children sit together and talk about what they see in the book. They comment on the illustrations and notice small details in the pictures. The children talk about how the butterfly shows that it is fearful of the dragon in the story by the look on its face. Children actively participate in the story by listening to the childminder and responding with their own ideas. Stories are then based on cooperative story-telling as the childminder and the children retell what is happening page by page. This gives children a range of enriching experiences that promote early literacy skills.

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

- The childminder is confident in her assessment of what children already know and what they need to learn next. She follows children's interests well and adapts activities for older children. The childminder ensures that she extends and challenges most-able children further. However, younger children do not always have the same quality of learning experiences. For example, during a painting activity, younger children do not consistently receive the same level of interaction. This means that younger children are not always deeply engaged in purposeful learning.
- Children behave very well. The childminder is consistent with her expectations of good behaviour and good manners. Children remember to say 'please' and 'thank you' and use phrases such as 'please excuse me' and ask, 'Would you mind passing me the paintbrush.' When children need support with this, the childminder gently reminds them by modelling how they should speak to each other and adults.
- The childminder often networks with other childminders to allow children to socialise with a wider range of people and experience different social situations. Children often go on trips in the local community. For example, children tell the inspector that they went to the park and saw a heron and an otter. However, the childminder is yet to fully develop the curriculum to support children's

understanding of world outside the local community, to fully include different lifestyles, communities, festivals and cultures.

- The childminder shares regular updates with parents regarding routines and care practices for younger children. Parents say that they appreciate this two-way communication. Care practices are good. Children learn to keep themselves healthy and follow good hygiene routines. During mealtimes, children sit quietly and attend to their own needs. Children are polite and well mannered at the table.
- The childminder places a strong focus on communication and language, and children make good progress in these areas. The childminder listens to children as they talk and purposefully extends their vocabulary. Children explore the meaning of new words and respond confidently to open-ended questions. The childminder models correct sentence structures and enunciates the sounds in unfamiliar words. Younger children babble happily and make good progress in a language-rich environment that is full of stories, songs, well-known rhymes and imaginative play.
- Parents speak highly of the care and education their children receive. The childminder gathers information from parents about children's development and interests when they start at her setting. Parents feel very well informed about their children's learning. The childminder works closely with them to support them in extending children's learning at home.
- The childminder attends local authority training and workshops to ensure that her understanding of the 'Statutory framework for the early years foundation stage' is current. When children attend another setting, the childminder shares useful information about children's development. Children are well prepared for the next stage of their learning.

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:

- strengthen the intent for planned learning experiences to focus more precisely on the specific intentions for younger children's learning
- increase opportunities for children to develop a deeper understanding of similarities and differences between themselves and others, and among families, communities and traditions.

Setting details

Unique reference number	506726
Local authority	Gloucestershire
Inspection number	10335436
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	6
Date of previous inspection	15 June 2018

Information about this early years setting

The childminder registered in 2001 and lives in Cheltenham, Gloucestershire. She operates from Monday to Friday, all year round, except for bank holidays and family holidays. On Monday and Tuesday, the childminder operates from 8am to 4pm. On Wednesday, she operates from 7.45am to 6.30pm. On Thursday, she operates from 8am to 5pm, and on Friday, she operates from 8am to 2pm. The childminder holds a relevant qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between the childminder and the children. The childminder talked to the inspector about her curriculum and what she wants children to learn during a learning walk.
- The inspector and the childminder carried out a joint observation of children engaged in a child-led activity. The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024