

Childminder report

Inspection date: 20 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistants are attentive, supportive and kind. They know children well and provide a range of experiences that help children develop a 'have a go' attitude and self-assurance. They use children's interests to plan and develop activities. They build on what children know and can do, to progress their learning. Children make good progress. The childminder and her assistants use assessment effectively to know what children need to learn next. They observe babies and children to inform their next step using their knowledge of child development. They re-read stories and repeat activities to strengthen learning.

The wonderful outdoor area is well used for children to manage risks, develop physical skills and learn about the world around them. Children explore sand and natural water. Babies learn to climb and walk up hills. Older children climb logs, use rope swings and explore their natural environment through forest school activities.

Staff are positive role models. They help children to understand and learn what is happening next through the use of good routines. These routines help promote healthy habits and teaches babies the benefit of going for a nap after lunch, and children to serve and eat nutritious snacks and lunch. This in turn, provides children with a sense of security, confidence, and independence that supports children to behave well.

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

- Staff encourage children to talk about what is happening and share their own ideas. The childminder and assistants listen well to children and know what they have to communicate is important. Staff put children's needs and feelings as a top priority. Children discuss clearly what they can and cannot do. There is lots of discussion about how to do things, such as toddlers climbing in the toy car the right way and older children holding scissors correctly.
- Children learn about other cultures and special times of year. Staff discuss what makes us the same and different when they talk about Ramadan and going to a mosque. Children make prayer mats and explain what praying means. Children gain knowledge of what it is to do good deeds.
- Staff provide all children with lots of mathematical opportunities indoors and outside. Children learn to compare parts of the garden and label using the insect trail. Staff talk about size, shapes, distance and practise counting with the children. Some older children can match the numbers one to 10 with objects. This shows they are counting with meaning.
- Children have a number of opportunities to play independently. They also have structured activities led by staff when all babies and children come together. Children benefit from these activities overall, and they learn to share, take turns

and learn from each other. However, on occasion, the childminder and her assistants do not take all opportunities to manage these group sessions well. For example, during the music session, babies and children could not all effectively join in and benefit from the planned learning.

- Partnership with parents is effective. Parents are regularly kept up to date with daily feedback, a newsletter that sets out plans and activities for the week, and annual events. Parents have nothing but praise for the childminder and her assistants. The childminder and her assistants give parents clear information about their children's progress.
- The childminder supports her assistants well. They undertake regular training to develop their skills. Recently they completed training on working with children under two. The childminder mentors and supervises her assistants effectively, offering on the job feedback and individual conversations about practice. The childminder regularly has appraisals with the assistants to discuss their continual development and their key-person role.

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 management of group activities when all children come together so babies and children can benefit from the learning opportunities on offer.

Setting details

Unique reference number	511018
Local authority	Gloucestershire
Inspection number	10317403
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	18
Number of children on roll	20
Date of previous inspection	18 May 2018

Information about this early years setting

The childminder registered in 1994. She lives in Twyning near Tewkesbury in Gloucestershire. She operates all year round, with the exception of bank holidays and family holidays, from 7.30am until 5.15pm. The childminder works with two assistants. She holds an early years qualification at level 5, one of the assistants is a qualified teacher and the other holds a qualification at level 2.

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Assistants and children spoke to the inspector throughout the inspection.
- The inspector carried out a joint observation of a mathematical activity with the childminder.
- 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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