

Childminder report

Inspection date: 10 February 2020

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

Children flourish in the warm and welcoming environment. Nurturing relationships between the children and childminder are very evident. This creates a homely, family feel at the setting. The childminder is passionate about her practice. She shows dedication and ambition for children's learning. The childminder ensures children are happy, safe and very well cared for. Older children communicate the love they feel for the setting. They make reference to the impact it has had over the time they have attended. Children have a strong sense of belonging and their emotional well-being drives practice. The childminder provides an environment where good manners and mutual respect have value.

Children have a broad range of opportunities for physical challenge. For example, children climb, jump, dance and run. These activities help children to develop confidence in this area and provide opportunities to take risks. Children go on walks in the countryside, and on trips to the arboretum and the park. The garden provides a mixture of physical challenge, the natural world and areas to relax. This allows children to develop a love of the outside and nature. The childminder takes care to think about what individual children need. For example, quieter children have opportunities to socialise in the community. They meet new people, make new friends and learn new skills for their future.

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

- Children's understanding of health and hygiene is very well supported. Very young children learn about hygiene in a variety of ways. For example, during role play, they change the doll's nappy and wash their hands afterwards. Children are encouraged to make links between print and action. For example, there are pictures of children washing their hands after falling, eating or touching animals. This means children understand expectations. They develop skills to support healthy practices in meaningful ways.
- The childminder makes accurate assessments of children's development. She uses her knowledge of what children already know and can do, to plan for what they need to learn next. The childminder uses children's interests to keep them motivated in activities which help them learn new skills. Children make good progress at this setting. On occasions, children need more time to explore and develop play by themselves to enable them to lead their own learning.
- The childminder reflects on her strengths and knows what she needs to do to improve. The childminder seeks to enhance her knowledge of child development to improve her teaching. For example, she does this by accessing current research online. The childminder is passionate about keeping children at the heart of what she does. Keeping children, happy, safe and well-cared for is integral to what she does and why she does it.

- The environment is well resourced and organised. For example, the book area has a wide selection of books for both reference and storytelling. These link to children's interests; for example, a child playing with the farm accesses the 'Three Billy Goats Gruff' story and links it to the goats on the farm. Books about the body are placed next to the doll play. Children use books as a point of reference. They understand that books provide information as well as stories.
- The childminder has a good understanding of the processes involved to support children with special educational needs and/or disabilities. This helps to ensure children get the extra support they may need. The childminder is proactive in seeking advice from other professionals. She follows their expert advice to plan actions that benefit the children. She knows where to go and who to contact should the need arise.
- Partnerships with parents are very good. Children's starting points are very well documented. This means a strong partnership with parents exists from the start. The childminder provides parents with a wealth of information on children's development. Parents' ongoing contributions to assessment reflect the learning at home and in the setting. Parents praise how well children settle and the progress that they make.
- The childminder uses a range of effective teaching strategies to support children's language and communication. For example, she helps children use music, instruments and songs to explore the rhythm of words, melody and rhyme. The rhymes and rhythm help children to hear the sounds and syllables in words. The childminder supports children's developing vocabularies well. For example, she regularly teaches them new words. On occasions, the language used is not geared sharply enough to children's stage of development. At times, this limits their opportunities to join in with conversations and does not give them enough time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the action to take if she has concerns about a child's welfare. She follows local safeguarding procedures to ensure the safety of children in her care. The childminder is confident about her procedures for the safety of the children. She understands her duty of care and puts this at the heart of her practice. The childminder can talk about some of the wider aspects in relation to safeguarding, including how to protect children from extreme views. Robust measures are in place to keep children safe in the event of a fire. The childminder understands how to risk assess an area to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- allow more time for children to think and respond when exploring and experimenting
- build on opportunities for children to learn from their mistakes.

Setting details

Unique reference number	EY100143
Local authority	Gloucestershire
Inspection number	10060817
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 13
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 June 2015

Information about this early years setting

The childminder registered in 2002 and lives in the village of King's Stanley. She operates her service from Monday to Thursday from 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The childminder and the inspector took part in a joint observation.
- The inspector observed children at play, both inside and outside at appropriate times.
- The childminder and the inspector discussed the self-evaluation process and the impact this has on the provision.
- The inspector observed the quality of teaching during play activities and discussed the impact this has on children's learning.
- The inspector discussed the process of assessment, viewed documentation and evidenced parents' contributions in this area.

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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