

# Childminder report

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Inspection date: 26 March 2025

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children begin their day by selecting resources that capture their interest. The childminder acknowledges their preferences and ensures that favourite toys and books are readily available. The children enjoy spending time with her and demonstrate they feel safe and secure as they eagerly invite her to join in their play. She responds quickly to their interests and adapts the environment accordingly. For example, children play a game where they attempt to hide in small spaces and crawl beneath items. The childminder quickly notices what they choose to do and follows their lead successfully. She provides them with long tunnels to extend and support their learning and self-directed play. Children giggle as they crawl through the tunnels and wait their turn to do it again and again. They play well with their friends and enjoy their time in the childminder's care.

The childminder provides a curriculum that is focused on providing children with the relevant skills they need to move on to the next stage of their learning. She emphasises the importance of building on children's language development, their physical skills, and how she ensures a calm and nurturing environment to promote children's social and emotional growth and well-being. She assesses what children can do when they first attend. The childminder uses this information to provide experiences that support children in developing new knowledge and skills. Children make good progress in their learning and development.

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

- The curriculum for communication and language is well considered. The childminder promotes a love of stories and songs. However, children are often asked questions in quick succession during play rather than receiving a rich range of language during interactions. This impacts their engagement and interrupts their concentration. Children do not have enough time to think and respond before another question is asked.
- The childminder and any assistants the childminder may work with set high expectations for children's behaviour and model the behaviour they want children to adopt. For example, being polite and courteous to each and visitors. The childminder models polite manners and, consequently, children say 'please' and 'thank you' during play. She is consistent in her approach, and this helps children understand what is expected of them.
- Children learn about care practices from a very young age, for example, during a nappy change. The childminder is sensitive and gentle, and she supports children's independence in self-care practices, such as encouraging the children to wash their hands independently afterwards.
- The childminder gathers useful information from parents about children's likes and dislikes before they start. Parents comment positively on her bespoke

settling-in arrangements and flexibility, and they note how these help children settle quickly.

- Children develop a strong foundation of early mathematics skills. They learn mathematical concepts such as size, shape, positional language, and counting during play. The childminder emphasises words such as around, over, under, and beneath, and she explores different shapes as they play with small-world vehicles. She encourages children to recall a story involving these concepts, prompting them to eagerly bring the book to her. However, the curriculum intent for younger children is not as sharply focused to fully extend their learning. For example, when threading items onto a wooden pin, adults miss opportunities to extend the activity, causing children to lose interest and walk away.
- Children learn about the world through visits and conversations. For example, they discuss the helicopter landing at the nearby hospital and connect it to flying in a 'big aeroplane' to another country. Daily walks to local places ensure fresh air, exercise, and opportunities for exploring the local community. The childminder plans outings based on children's interests, such as a visit to the local city farm to learn about farm animals.
- The childminder reflects on her practice to provide the care and support children and families need. She identifies both strengths and areas for improvement, driving her continuous development. For example, she attends mandatory training and seeks online courses to keep her knowledge current.

## 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:**

- provide children with more time to recall information and answer questions, before asking further questions, to continue to develop children's communication skills
- develop the curriculum intent for the youngest children further, to precisely focus on children's next steps in learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY257453                                                                          |
| <b>Local authority</b>                             | Gloucestershire                                                                   |
| <b>Inspection number</b>                           | 10380795                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | 24 June 2019                                                                      |

## Information about this early years setting

The childminder registered in 2003 and lives in the Wotton area of Gloucester. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She usually works with an assistant. The childminder offers government funded places.

## Information about this inspection

### Inspector

Gwyneth Keen

### Inspection activities

- 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.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided in the home and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation of the assistant engaged in play with the children and discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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