

Childminder report

Inspection date: 27 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 has a very strong focus on children's personal development. She strives for respectful and trusting relationships for all families and children. Children develop well and make good progress in a warm, responsive environment where they feel safe to develop their sense of self. Young children have opportunities to share their own thoughts and opinions in a safe and positive surroundings. They talk confidently to the inspector about liking scrambled and 'dippy' eggs.

The childminder uses what she knows children can do, to plan specific activities and experiences to teach them new skills. She knows what she wants them to learn next. The childminder plans for the knowledge and key skills that children need to have by the time they start school. The childminder plays alongside children and guides their learning. Children show interest, and motivation with activities throughout the day. They concentrate well, make friends and become increasingly independent. The childminder takes children on regular outings and trips in the local and wider community. For example, children visit local parks, toddler groups and have other professionals and childminders visit. This helps them learn about similarities and differences and build on their social skills and confidence in larger groups.

The childminder provides a range of resources which have a variety of uses. These open-ended materials enable children to use their own ideas. The childminder engages in this process alongside children. She regularly takes their lead and understands the value of these teaching and learning moments. For instance, children take the cushions out of the 'teepee', they make stepping stones to not tread on the 'lava' underneath. They change the route and make sure all children are safely across. Children are developing cooperative play as they learn to share, take turns, and negotiate.

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

- The day has a natural flow to it. Routines are flexible and enable children to finish and have uninterrupted time to follow their own ideas and interests. This helps them to progress their own play. For example, children decide with the childminder to have their fruit snack when the construction game they were playing came to a natural end. This helps empower children to practise making decisions and make their own choices.
- The childminder discusses children's behaviour with them, both positive behaviours and the ones she wants children to change. She talks about what they are doing and how it might affect other children and themselves. Children have good manners by saying 'please' and 'thank you' to each other as they play. The childminder sensitively reminds them if they forget. She offers regular

praise and encouragement when they tidy toys away. Children learn skills to keep themselves healthy. They access to drinks throughout the day and know to wash their hands before snack, to wash off 'germs'. This helps to increase children's self-esteem and confidence to do things for themselves.

- Children show a love of stories as the childminder expressively reads 'The Very Hungry Caterpillar'. She encourages children to participate, which helps develop their critical thinking skills and expands their vocabulary. This is a favourite story. Children re-read it to the childminder, showing they remember and can recall stories well.
- The childminder is an excellent conversational role model. She asks children questions and teaches them about talking in turns. She listens well, helps children to understand by explaining and asks them appropriate questions. Her interactions are fun and engaging, for example, as children hide toys within the eggs and play jokes with her, when they are empty. This helps children to use meaningful language and build positive relationships.
- Partnerships with parents are strong. Parents value the diaries the childminder produces with photographs about their children's development and progress. Parents welcome the flexible care their children receive. They appreciate the guidance the childminder provides when helping children to settle. However, the childminder has not developed partnership working with the other settings children attend. This does not fully promote consistency in children's care and learning.
- The childminder is keen to develop her practice and continually evolve her service. She has an accurate view of her setting. She recognises her own strengths as well as areas for development, and keeps up to date with changes. The childminder asks parents for feedback on the quality of education and care she provides. She is a reflective practitioner and takes suggestions on board to improve her practice even more, such as developing access to more resources outside her setting.

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:

- develop partnerships with other settings that children also attend, to promote continuity in the children's learning and development.

Setting details

Unique reference number	EY263200
Local authority	Gloucestershire
Inspection number	10317427
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in Stroud, Gloucestershire. She provides care from 8am to 4.30pm from Tuesday to Thursday. The childminder holds a relevant early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Claire Cook

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 evaluations.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.

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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