

Childminder report

Inspection date: 21 November 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

The children show that they are happy, comfortable and ready to learn. There is a dedicated playroom to motivate children to access resources and choose what they would like to do. Babies explore sensory baskets with natural resources in, such as shells. Older children balance on 'sensory stones', developing their coordination skills. The childminder knows the children in her care well. For example, she sets up activities that she knows will help the children to settle.

The childminder plans her curriculum to ensure that it supports all areas of learning. She teaches the children to learn about the world around them. For example, during their walks in the woods, children enjoy being in nature. The childminder encourages the children to listen to the different sounds they hear, such as birds and the noise of wind in the trees. This helps to develop children's listening and attention skills. Outdoors, children practise yoga positions to develop their core strength muscles. The childminder ensures the children's safety. For instance, she teaches the children how to be safe around animals.

The children are learning about people who help us. They use real stethoscopes and pretend to be doctors and nurses, developing their imagination. The childminder encourages the children to talk about feelings and caring for others.

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

- The childminder gains information from the parents when the children start, to find out what they can already do. She carries out regular assessments to monitor children's progress. The childminder plans the children's next steps in learning, to close any gaps. For example, she teaches the children to be able to put their shoes on and take their coats off, ready for their next phase of learning.
- The childminder carefully plans activities to support children's learning. For example, children use play dough to develop their small hand muscles and fine motor skills. The children use their favourite toy animals to make footprints. However, the childminder does not allow enough time for the children to explore their actions. She introduces concepts too quickly and redirects their chosen way of learning. This limits children's opportunity to build on their existing knowledge.
- Children's behaviour is good. The children learn to be polite, such as by using 'please' and 'thank you'. The childminder acts as a positive role model, helping the children to tidy up. She talks to the children about caring for resources, so they have them for future use.
- The childminder is a good role model for children's communication and language development. She comments on children's play. She speaks clearly and repeats

words back to children, helping them to hear beginning and end sounds. For example, when the children are playing with the animals, she emphasises the sounds for 'snake' and 'dog'. She then extends the vocabulary by adding a describing word, such as 'slithering snake'. This builds children's confidence to communicate.

- Children listen to stories. The childminder teaches the children the importance of books. As she reads, children turn the pages and lift the flaps on the page, developing their hand-eye coordination. The children have props to help them engage further with the story. However, there is also music playing. This distracts the children and they lose focus, reducing their concentration.
- Children learn early mathematical concepts through play. For example, the childminder models counting as the children play with different-size bottle tops. The childminder names the shapes, such as 'circles', as the children proudly share their work.
- The childminder takes the children to childminding groups. This provides children with opportunities to meet other children, develop their social skills and build their confidence in larger-group sessions.
- The childminder uses training to keep her knowledge and skills up to date. For example, she attended training to learn more about supporting children's communication and interaction. She then shares this information with parents to enable further support for the children and their families. This helps parents to further support children's skills at home.

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:

- give children more time to practise new skills and build on their learning
- reduce distractions in the environment to help children focus on their learning.

Setting details

Unique reference number	EY263996
Local authority	Gloucestershire
Inspection number	10363893
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	0 to 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in the Churchdown area of Gloucester. She operates her childminding provision all year round from 8am until 5.30pm. The childminder offers government funded places for childcare. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Verrity Simons

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation.

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