

Childminder report

Inspection date: 26 April 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

Children engage well with the activities the childminder provides. She is experienced and knows how children learn. She links to children's interests and inspires their involvement effectively. She thinks about the skills children need to acquire and how she can help them achieve them. Children use play tools and proudly 'fix' things. The childminder offers useful discussion to extend their knowledge, discussing and naming different tools and their uses. Children enjoy experimenting with different materials, such as sand and water, combining and using them in different ways, such as scooping, pouring and moulding. They develop their dexterity and coordination. They use glue sticks and pens. They imaginatively explore dough, squashing and chopping it. They make pretend pizza, and with the childminder's encouragement, they count the pieces of pizza and check they have enough for their friends. Children progress their skills well.

The childminder makes children feel welcome and happy in her home. Young children enjoy a cuddle with her and seek her out to share their experiences or invite her into their play. Children's well-being remains high. The childminder knows children very well and offers them lots of attentive, caring support.

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

- The childminder focuses closely on assessing what each child can do and what they need to learn next. She outlines any gaps in children's development and makes clear plans to address them. She shares information with parents during daily discussions, regular messages and through entries in an online app that she uses to help support a consistent approach.
- The childminder sets out her home thoughtfully, assessing and minimising hazards. She monitors and supports children closely while also ensuring they have the freedom to explore independently. Children excitedly travel on ride-on toys in the garden and adjust their actions well. Older children test their physical skills on the climbing equipment. The childminder gives them time, encouragement and lots of praise as they manage the challenges they encounter.
- The childminder supports children's care needs well. She ensures children stay hydrated and follow good hygiene routines. Younger children learn to use the potty independently, and older children manage their self-care with minimal support from the childminder. However, the childminder does not always help children develop their understanding of healthy choices and lifestyles as much as possible.
- The childminder regularly takes children out into the local and wider community. Children benefit from visits to play groups to mix with other children of a similar age and develop their social skills. They visit the neighbourhood library and local

parks. This helps build children's understanding of the world and their confidence in new situations.

- The childminder carefully supports children's language development. She asks children questions as they play, giving them time to think and respond. She models words and repeats the correct pronunciation. Children develop their speech and conversation skills well. This is particularly beneficial for those that will soon be moving on to school. Gaps in their confidence and communication are closing quickly.
- Children have time to manage tasks themselves, and they build their self-confidence and independence effectively. Children put their shoes on to go outside. Older children keep trying when using scissors and tape; they peel their yoghurt pot lid back themselves, persevering and showing very positive attitudes. However, occasionally, the childminder does not make the most of the younger children's chosen exploration, helping them to practise new skills and consolidate their learning even further.
- Children develop their social skills well, building friendships. The childminder teaches children about behaviour expectations and helps them begin to appreciate the needs of others. She uses a calm and consistent approach. She patiently perseveres with her reminders and explanations, helping young children share resources and take turns with toys.
- The childminder shows dedication to the children and families that use her service. She uses memberships of professional organisations to undertake training to develop her knowledge and skills. She also has useful links with other local childminders to gain further ideas and continue to develop her practice and provision.

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:

- consistently help children develop their understanding of healthy choices and lifestyles as much as possible
- make the most of the younger children's chosen exploration, helping them to practise new skills and consolidate their learning even further.

Setting details

Unique reference number	EY265459
Local authority	Gloucestershire
Inspection number	10317383
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2003 and lives in the Longlevens area of Gloucester. She operates 7.30am to 5.30pm, Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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