

Childminder report

Inspection date: 6 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

Children develop warm and secure attachments with the friendly and welcoming childminder. Children happily explore their surroundings. They choose what they want to do and go to the childminder for reassurance when needed. Children receive regular praise and encouragement. The childminder understands the importance of her role in developing children's emotional well-being. This helps children feel valued, safe and secure in her care.

The childminder has developed a broad and balanced curriculum that focuses on children's interests and what they need to learn next. For example, children choose to thread beads onto string. The childminder explains each step of the process and how they must push one bead along to make way for the next. When they complete the task, they all clap their hands together and celebrate their achievement.

Children develop good physical skills. They use balance bikes, climb up small ladders and practise jumping and landing safely. The childminder helps children develop good hand-to-eye coordination through well-planned activities. For example, they fill and empty containers using cereal in a tray. She adds further challenge and interest to the activity by adding small diggers. The children scoop up cereal and carefully try to fill the cups using the digger bucket.

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

- Children behave well. The childminder is a good role model for children and has high expectations for children's behaviour. During mealtimes, she encourages children to say please and thank you. She uses praise to promote good behaviour and gently reminds children of rules and boundaries. During play, she supports children to take turns and be gentle with each other.
- Children develop good self-help skills. For example, they use adapted kitchen utensils to prepare their own snack. They carefully remove the leaves from the strawberries and use shape cutters to cut out shapes in the bananas. The childminder uses these opportunities to talk about different fruits and vegetables that grow in the garden and makes links with healthy eating.
- Children enjoy exploring their local community. They visit a local playgroup and walk to different places within their locality, for example, visiting nearby gardens and wooded areas. The childminder does introduce some activities that explore children's similarities and differences. However, the childminder could extend this even further so that children learn more about the wider world and the diversity that exists within modern-day Britain.
- Parents speak highly of the childminder. The childminder shares her assessments of children's learning with parents, and they comment that they value the

regular feedback they receive. Parents value her welcoming and friendly manner and comment on her high aspirations and expectations for behaviour. The childminder gathers useful information from parents when children start. She uses this information to understand what children can do, what they enjoy and how she can support them further.

- Children experience a wide range of activities that promote their communication and language. Older children engage in conversations and explore the meaning of new words during play. Children enjoy singing and dancing and respond to the actions in rhymes. However, younger children would benefit from shorter sentences when the childminder models language. This would give them more time to listen, respond and develop their vocabulary further.
- The childminder seeks out additional online training on child development to inform her practice further. The childminder is a reflective practitioner and works very well in partnership with her local school and playgroup. She listens to feedback from teaching staff and prepares children well for their transition into school. Children develop the necessary skills for their next stage in learning.
- Children develop a real love of books and stories. They choose from a wide range of books and snuggle down with the childminder for a story. The childminder encourages children to anticipate what is going to happen next as they turn the pages. This helps children develop their early literacy skills.

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:

- incorporate greater cultural diversity into the curriculum to broaden children's understanding of people and their communities
- strengthen opportunities to help younger children extend their range of vocabulary by giving them enough time to process and repeat what they hear.

Setting details

Unique reference number	EY279803
Local authority	Gloucestershire
Inspection number	10317360
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 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2004. She lives in Berry Hill, Coleford, in Gloucestershire. The childminder works Monday to Friday, from 6.45am to 6pm, all year round, except for two weeks at Christmas. The childminder holds a relevant early years qualification at level 3. She accepts funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gwyneth Keen

Inspection activities

- This was the first routine inspection the provider 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 evaluation of the provider.
- The inspector observed the interactions between the childminder and the children.
- The childminder talked to the inspector about her curriculum and what she wants children to learn during a learning walk.
- The inspector and childminder carried out a joint observation of children engaged in a child-led activity. The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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