

Childminder report

Inspection date: 4 December 2019

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

The provision is good

The childminder creates a calm and nurturing environment where she is attentive to children's individual needs and interests. Children are happy and content in the childminder's care. They have formed good attachments with the childminder and other children, which positively promotes their social skills. Children settle quickly with the childminder and demonstrate that they feel safe and secure. The childminder treats children with kindness and respect. She is a positive role model for children. For instance, she teaches children to take turns, share and consider other children's needs. As a result, children are friendly, sociable and their behaviour is good. The childminder gives children continuous praise and encouragement for their efforts, helping to raise their self-esteem. For example, children show pride as they correctly identify and count different bugs on an outdoor bug hunt. The childminder has a good knowledge and understanding of how children learn. She has high expectations for all children in her care. However, at times, the childminder misses opportunities to support younger children's involvement and engagement in learning.

Children benefit from various outings in the wider community. For example, they regularly enjoy fresh air as they visit local parks and go on nature walks. Children have the opportunity to socialise with other children as they attend local toddler groups and library sessions. The childminder skilfully teaches children about other people's similarities and differences. For example, she collects books from the library to raise children's awareness of people with disabilities. She sensitively talks to children and responds to their questions about why people may need wheelchairs or walking sticks to support them in their lives.

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

- Children show enthusiasm as they curiously look for bugs in the garden. They are excited to tell the childminder and the other children what they have found. The childminder encourages children to identify the bug they have found using a checklist and a magnifying glass, enabling children to extend their knowledge and vocabulary further.
- The childminder promotes children's physical skills, indoors and outdoors. For example, children show good energy levels and follow instructions as they take part in a daily stretch and movement activity at the beginning of each day. Children demonstrate an excellent awareness of healthy practices as they carefully wash their hands each time they come inside to learn and play.
- Parents are complimentary about the childminder. They describe her as a 'truly kind and caring person who wants the very best for every child'. Parents comment on the progress their children have made since starting with the childminder and the great effort she puts into her role. The childminder uses

verbal and written feedback to communicate children's daily experiences and care needs with parents.

- The childminder uses accurate monitoring and assessments to plan children's individual next steps to ensure they are prepared for the next stages in their learning. The childminder acknowledges the importance of a collaborative approach to children's development. For instance, she works closely with other settings children attend to promote a high level of continuity of learning. Parents are actively involved in their child's progress as they make written comments on their learning, supporting the two-way flow of information well.
- Children develop an understanding of mathematical concepts during their play. For example, the childminder encourages children to measure out ingredients to make play dough using different-sized spoons. This supports their understanding of shape, space and measure. Children are eager to mix their ingredients together to form their dough. The childminder provides a range of food colourings to enable children to make choices in their play and promote their individual preferences.
- Older children participate well in activities and are keen to learn. However, the childminder does not always fully support the younger children's involvement in activities as effectively, and, as a result, they sometimes lose focus and interest.
- While the childminder completes mandatory safeguarding training, she has not developed a highly tailored programme of professional development to extend her practice to the very highest level across all areas of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that children may be at risk of harm. She understands her responsibility to refer any concerns about children to the appropriate agencies. The childminder attends child protection training. Furthermore, she is familiar with the indicators of children being at risk of extreme views and wider aspects of child protection. The childminder keeps the children in her care safe and regularly assesses her provision for any potential hazards. She gives children clear explanations for safety rules. The childminder regularly practises fire evacuations with children to promote their knowledge and understanding of danger.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen ways to support the younger children's engagement in group activities more consistently
- develop the variety of professional development opportunities, to focus on enhancing teaching to an even higher level across all areas of learning.

Setting details

Unique reference number	EY293851
Local authority	South Gloucestershire
Inspection number	10125569
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	3
Number of children on roll	5
Date of previous inspection	7 May 2015

Information about this early years setting

The childminder registered in 2004. She lives in Hanham, South Gloucestershire. The childminder offers care Monday to Wednesday as well as before and after school, during school term time. The childminder has a relevant early years qualification at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection.
- The inspector viewed relevant documents, such as evidence of the suitability of household members. She looked at the safeguarding policy and procedures and the childminder's training certificates.
- Written feedback from parents was gathered and the inspector took account of their views.

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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