

Childminder report

Inspection date: 10 February 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder. They demonstrate that they feel extremely safe and secure in the childminder's company. They accept visitors into the home and confidently interact with them. Children are extremely sociable and play alongside each other very well. They share and take turns with little or no prompting from the childminder. For example, they take turns happily as they play with a remote control car. Children have superb opportunities to develop their independence. The childminder encourages and gives all children plenty of time and space to do things for themselves, such as taking off their coats and shoes when they come inside. The environment is well organised, with resources that are easily accessible and that contribute to helping develop children's engagement and learning. The childminder organises the day well, with a good balance of child-led and adult-led activities to help support children's learning and concentration skills further.

Children have an exceptionally good understanding of what is expected of them. The childminder teaches them good manners, such as saying 'please' and 'thank you' and sitting at the table to eat and drink. Older children use their manners with no prompting from the childminder and remind younger children what they need to say when appropriate. The childminder offers children an abundance of praise and encouragement, which helps children build high levels of confidence and self-esteem.

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

- The childminder has a warm, caring approach towards the children. She has high expectations of them and they behave extremely well. Children respond well to the childminder's positive language.
- Children are extremely confident and have developed close bonds with the childminder. New children are welcomed warmly into the home, they settle quickly into their play and demonstrate that they feel extremely comfortable with the childminder and their new friends. This supports children's emotional well-being highly effectively.
- The childminder monitors children's progress and development well. She plans an interesting range of activities based on children's interests and next steps in their development. The childminder works closely with parents to enable them to support children's learning at home. She obtains details from parents about their child's daily routines. However, she does not gather enough information about what a child already knows and can do in order to enable her to plan for their future learning when they start.
- The childminder recognises the importance of sharing information with other settings that children move on to. For example, she completes records of

children's development to pass to school and other early years settings when children leave her care. However, she does not share information with adults at other settings that children attend while in her care in order to support a shared approach to their learning.

- Children make good progress in their learning. They are highly motivated and eager to learn. They enjoy the activities they take part in. For example, when the childminder shows children a light that changes colour, they take delight in hiding under a blanket as they watch and recognise the changing colours. This helps to support children's mathematical development and exploration of technology.
- Children are effective communicators. They recall stories well and they take an active part when stories are read to them. The childminder has a wide range of books which are easily accessible and help children make connections between words and pictures. Older children confidently try and write their names on their work. This supports children's literacy skills effectively.
- Children learn about healthy eating and hygiene practices. They develop their independence skills extremely well. Children enjoy helping preparing the table for meals, counting how many mats they need, and deciding whether they need spoons or knives and forks for soup. All children are encouraged to butter their toast and they confidently use knives to cut fruit. Children understand about why they need to wash their hands before eating. They enjoy outings around the local area to help support their understanding of the world around them.
- The childminder is experienced and understands the importance of maintaining her professional development. She maintains the required training courses to ensure her knowledge is up to date, for example paediatric first aid. The childminder meets with other professionals to discuss practice issues. She reflects on her practice regularly, using parents' and children's comments, to help her maintain the good quality of childcare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding up to date through regular attendance at training courses and update workshops. The childminder has a clear understanding about her responsibility to keep children safe. She understands the signs and indicators of abuse that may alert her to concerns about a child's welfare. She is clear about the procedures to follow should she need to take any further action. The childminder is aware of wider safeguarding concerns and promotes children's regular attendance and monitors when children are not present to help keep them safe.

What does the setting need to do to improve?

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

- extend the range of information gathered from parents to help them share their knowledge of what their child already knows and can do before they start, to help inform future planning of activities
- improve how information is shared with adults at other settings that children attend to find more out about their learning and provide consistent experiences.

Setting details

Unique reference number	EY299367
Local authority	Gloucestershire
Inspection number	10125570
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	14
Date of previous inspection	18 December 2014

Information about this early years setting

The childminder registered in 2005. She lives in the St. Leonard's Park area of Matson, near Gloucester. The childminder works Monday to Friday, from 8am to 5.30pm, all year round, except for bank holidays.

Information about this inspection

Inspector

Hilary Tierney

Inspection activities

- The inspector and childminder discussed how the childminder organises the delivery of the early years provision and curriculum in her home.
- The inspector offered the opportunity of a joint observation.
- The inspector observed children and their interactions with the childminder throughout the inspection.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The inspector spoke to one parent and took into account the views of others from information gathered by the childminder.
- The inspector looked at a sample of documentation. This included evidence of suitability checks of all members of the household.

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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