

Childminder report

Inspection date: 22 February 2023

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 arrive and settle quickly to play in this friendly, welcoming and well-resourced home. The childminder knows the children well and she plans an exciting range of activities that engage children and motivate them to join in and learn from. Children of all ages enthusiastically explore and easily select what they want to use from the resources available. She knows some children love art and making collages. She recognises the importance of repetition and she supports children to leave and return to activities to have another go.

Children become engrossed in their imaginative play. They love to play 'schools' and 'mums and babies'. This pretend play helps children make sense of the world around them. It helps them express their ideas and feelings. Children are learning how to get on with each other, developing their negotiating skills and taking turns. Children's emotional well-being is very well supported. The childminder is caring and responsive to their needs. These respectful relationships help children to feel happy, safe and secure. The childminder helps children to build confidence and independence. The childminder is always available, ready to discuss and show children what to do and let the children try for themselves. She sits back, observes and offers guidance. This supports children's resilience.

The childminder has a focus on providing an inclusive service, where each child's uniqueness is valued. She encourages them to share similarities and differences and increase their understanding of the world around them. Children benefit from experiences that raise their awareness of cultures that differ from their own.

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

- Children behave very well. They listen and follow clear instructions. The childminder has ongoing conversations with children about the flexible routine, what is happening and what they would like to do next. Children are fully involved in making decisions about activities and resources they need. Children are extremely proud of their achievements. They enthusiastically show the childminder their artwork and she provides them with praise and encouragement. The childminder is a good role model; children use good manners and share with their friends.
- Parents speak very highly about the childminder. Parents feel fully informed about their children's learning and comment very positively on the care, well-being and development they make with the childminder. Parents particularly value and keep the daily diaries. The childminder records the events, activities and achievements their children experience. However, opportunities to connect with other settings that children attend are not currently used to share information and provide greater continuity in children's care and learning.

- The childminder gives a good commentary to support young children's development of vocabulary as they play. She knows very young children learn to speak by interacting and practising sounds and words regularly. She uses her knowledge to have conversations, where she shares ideas that extends children's understanding of language and expression further.
- The childminder supports children to understand about being healthy. Children help to prepare the snack of banana and strawberries. They learn where food comes from and whether it grows on trees or bushes. She discusses healthy eating with children and why it is important to drink water. Children are developing an understanding of healthy lifestyles. The childminder provides plenty of opportunities for children to be physically active. They have vehicles to ride and use chalk to draw rainbows on the driveway.
- Children treat their friends with kindness. They show others that they care about them. They are supportive and encouraging of each other. Older children choose to sit with young children during snack time to involve and help them. Children complete tasks well together. The childminder encourages a culture of respect and generosity and thanks children for their kind acts.
- The childminder helps children to remember what they have learned from their previous visit and talks to them about what they like to do and enjoy. She uses this to develop not only the activities but to increase their knowledge and understanding. She builds on the 'diaries' and adds more photographs to help children remember the activities they have engaged in.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She uses risk assessment to ensure the outdoor environment is safe and free from hazards, and reminds children about the rules. She supervises them well. The childminder completes safeguarding training, including the 'Prevent' duty. She recognises the signs and symptoms that might indicate a child is at risk of harm or abuse. She knows what to do if she has any concerns, and has appropriate recording procedures. The childminder discusses health and safety issues regularly with the children to help them stay safe, such as the danger of choking and the importance of chewing their food.

What does the setting need to do to improve?

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

- strengthen information sharing with other settings that children attend to help promote continuity in children's care and development.

Setting details

Unique reference number	EY304069
Local authority	Gloucestershire
Inspection number	10263777
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2005. She lives in Cheltenham. She holds a relevant early years qualification at level 3. Her opening hours are flexible to meet the needs of those who attend. She cares for early years and school-aged children during school holidays only.

Information about this inspection

Inspector
Claire Cook

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- Children spoke to the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and 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.

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