

Childminder report

Inspection date: 8 December 2021

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 enjoy spending time with the childminder who is kind and nurturing towards them. The childminder has made great efforts to settle children after the COVID-19 pandemic. Through her discussions with parents, she has identified that children need more opportunities for interactions with other children and adults. She provides this through regular outings with other childminders.

Children show high levels of concentration as they sit at a table for long periods, engaging in activities. They spend time making snowmen, using different resources such as cotton wool, glue, and paint. The childminder provides suitable challenge for children through her interactions and the resources on offer. For example, she talks to them about what they are doing and encourages them to be creative. She provides them with access to materials of different colours and textures.

Children behave exceptionally well. They share with their friends and play cooperatively. The childminder consistently uses positive reinforcement and praises children for their good behaviour. They understand the daily routines well as they proudly tidy up before moving on to the next part of the day. For example, after a colouring activity, they put colouring pencils and paper away in preparation for snack time.

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

- The childminder has adapted her curriculum to reflect the impact that the pandemic has had on children. She strives to provide children with social interactions, support their speech, build their confidence and give them experiences in the community.
- Children make good progress in their learning and development. The childminder carefully observes and assesses children's development which helps her to swiftly identify when a child may need additional support. She works closely with parents and other professionals to ensure all children make the best possible progress in their learning.
- Children benefit from healthy snacks and fresh air to promote their well-being. However, on occasions, the childminder misses opportunities to teach children about the benefit of drinking water and they are not encouraged to choose water instead of juice.
- The childminder has a strong ambition to drive forward improvement. Through self-evaluation, she identifies areas of the curriculum that require improvement. For example, she recognised that children had less opportunity to do arts and crafts. She used this information to provide children with access to more materials to support their creativity. She accesses training for her professional development such as learning about techniques to support children with their

speech.

- Children show good manners as they generally say 'please' and 'thank you'. On occasions when they forget, the childminder kindly reminds them.
- Children have close attachments with the childminder. They approach her to show her the good work they have done, such as colouring, and are very pleased when she praises them. She is respectful towards children and asks them for consent before she checks or changes their nappy.
- The childminder has good relationships with parents and regularly communicates with them. Parents are very complimentary about the service she provides and comment positively about how hard she has worked to settle children, following the pandemic. She provides support for parents and works closely with them to ensure children's needs are fully met.
- Children demonstrate good levels of independence as they wash their hands and identify when they need to use the toilet. The childminder is attentive towards the children and manages their personal care needs well. For example, she swiftly identifies when their noses need to be cleaned. However, she does not always encourage them to manage this task for themselves so that they learn to manage their self-care as independently as they could.
- Children are given choice in their play. The childminder gives them opportunities to choose what activities they would like to do and follows their interests. She skilfully interacts with children to promote their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding knowledge through training. She demonstrates sound knowledge of the action to take if she has concerns about a child or what she will do if an allegation is made against her. The childminder teaches children about rules and how to keep themselves safe. For example, when they play with small, furry, plastic balls that stick together, she reminds them not to put them in their hair or mouth.

What does the setting need to do to improve?

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

- promote children's well-being by providing them with more opportunity to learn about the benefits of drinking water
- support children to manage their personal needs by encouraging them to identify when their noses need wiping.

Setting details

Unique reference number	EY304580
Local authority	Gloucestershire
Inspection number	10213340
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 October 2016

Information about this early years setting

The childminder registered in 2005 and lives in Hucclecote, Gloucestershire. She works from 7.45am to 5.45pm, Monday to Friday, throughout the year.

Information about this inspection

Inspector
Champa Miah

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided 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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