

Childminder report

Inspection date: 10 December 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 build safe and trusting relationships with the nurturing childminder. They benefit from a flexible routine that meets their individual needs. The childminder adapts the timetable during the day to promote children's emotional well-being. She provides children with extra cuddles when they need reassurance, early snacks when they feel hungry and naps when they begin to feel tired.

The childminder's curriculum places a strong focus on supporting children's personal, social and emotional development. She encourages children to share, be kind and play cooperatively with their friends. The childminder's meaningful interactions support young children's early communication and language development. Young children excitedly babble away to each other during their play. The childminder takes advantage of spontaneous moments to introduce new words to expand their vocabulary. For example, when she hears a train pass by, she points to the window and announces 'look, a train'. Young children excitedly watch the train go by and make links to associative sounds. They repeat 'choo-choo' after the childminder. Children demonstrate good physical skills and develop their hand-eye coordination. The childminder introduces games to support their interest in throwing. They watch intently as the childminder demonstrates how to throw the ball overarm, before practising together.

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

- Children make good progress in their learning and development. During the induction period, the childminder gathers information from parents about each child's individual interests, as well as their existing knowledge and skills. She uses this information to plan activities to further support their learning and development.
- Partnerships with parents are strong. Parents praise the valuable skills their children have learned since starting with the childminder and share that their children are always excited to attend. The childminder communicates regularly with parents, providing both verbal updates and written progress reports. However, the childminder has not yet extended this communication to other settings that children attend, which would further support continuity and consistency in their learning and development.
- Care and hygiene practice is good. The childminder sensitively attends to children's personal care, encouraging them to take part by holding their own nappy. She encourages children to wash their hands at regular intervals during the day. Young children demonstrate an early understanding of these important routines. They wash their hands with soap and water and dry them with individual hand towels to minimise the risk of cross-contamination.
- The childminder recognises the importance of books and regularly reads to the

children, helping them to develop a love of stories from an early age. Children sit with the childminder, learning to carefully handle books and to gently turn the pages. They engage with the story, making connections between the pictures and clapping their hands to mimic a crocodile snapping. However, the childminder does not always consider the organisation of resources to support children to make independent choices about their play. For example, books are not freely accessible to children and are stored too high for them to reach. This limits their ability to explore a wider range of books on their own.

- The childminder has high expectations for children's behaviour and encourages independence from a young age. She is a good role model and involves children in routines, such as tidying up before lunch. She encourages them to help by handing them specific items to put away. Children are familiar with the routine, placing trays of resources to the side. The childminder praises their efforts, supporting them to feel valued.
- Children benefit from regular opportunities to explore the world around them. The childminder frequently takes them out into the community to walk her dog or visit local shops. These outings enrich children's experiences and help them build confidence in settings beyond their immediate environment. The childminder helps children to develop an understanding of cultural diversity, incorporating various festivals into activities. For example, she engages children in creating Christmas crafts and baking biscuits for Eid.
- The childminder is experienced and committed to updating her training to keep her skills current. She completes mandatory courses, such as paediatric first aid, and stays informed about any changes in practice, including safeguarding procedures.

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:

- strengthen communication with other settings children attend to further promote continuity and consistency in children's learning and development
- enhance the organisation of resources to ensure that a wide range of books are accessible to children to further support their independent choices during play.

Setting details

Unique reference number	EY309218
Local authority	Gloucestershire
Inspection number	10367492
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 February 2019

Information about this early years setting

The childminder registered in 2005 and lives in the Barton area of Gloucester. She offers care for children from 9am to 4.30pm, Tuesday to Thursday, all year round, with the exception of two weeks at Christmas. The childminder provides funded early education for all children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.

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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