

Childminder report

Inspection date: 15 January 2025

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

The provision is good

The childminder knows children's interests and provides them with a broad range of resources and experiences to support their learning. Older children lead their own play, for example, choosing a jigsaw to complete together. They respond well to questions and make connections, such as identifying one of the princesses and talking about the film they watched recently. Children persevere. They listen to instruction, such as matching the colours and rotating the pieces until they fit together.

Older children use language successfully. They confidently explain how they got their 'baddie', responding well to questions. Older children play together rehearsing their own stories and showing good imagination as they develop their roles. Younger children hear new words such as the names of the animals as they line them up. They make the sounds and babble as they collect objects to put in their bag and deliver them, engaging others in their play.

Children benefit greatly from developing lovely relationships with the childminder. They play games such as hiding behind the childminder in 'her' seat. Children laugh and joke as they take turns, giving ideas of where they are.

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

- The curriculum is well designed to build on what children know and need to learn next. For example, children regularly attend soft play and the park to support their developing large muscle development and toddler groups to support their social interactions. Children learn about the community in which they live.
- Children love listening to familiar stories, such as 'The Gruffalo', as they eat their snack. Older children listen well and repeat the rhyming sentences with confidence. However, the childminder does not always ensure that younger children are as engaged in learning as they could be. Older children later extend their learning using the props in the story sack to retell the story in their own words.
- Children behave well and understand expectations, overall. The childminder interacts well to encourage sharing and turn-taking and praises children when they show kindness to each other. However, the childminder does not always consider how to involve children to put away discarded toys when the floorspace becomes cluttered to help them see potential tripping risks and to redirect unwanted behaviour, such as throwing toys.
- The childminder develops good relationships with parents. She gathers initial information as children start so that she can meet their care needs successfully. Parents provide information on children's starting points, and the childminder

engages them well in discussing expectations and children's next steps in their development. The childminder keeps parents well informed of children's progress and offers suggestions on how to replicate children's learning at home.

- The childminder uses her risk assessments well to ensure that children remain safe, especially while building work is completed. The childminder understands and implements her policies and procedures effectively. For example, she knows who may collect the children and only releases children to known and authorised adults.
- The childminder evaluates her provision well. She has noticed that some children learn better outside and is developing the environment to offer free flow so that children can make choices about their learning. The childminder continues to develop her own skills. She has valuable professional discussions with the early years support team and other childminders to improve her practice. She identifies further training that will support children, such as more effective interactions to support children's communication and language skills.

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:

- review the organisation of group activities to ensure that younger children are fully engaged in the learning
- develop further children's understanding of behavioural expectations to engage them more in identifying potential risks for themselves.

Setting details

Unique reference number	EY316072
Local authority	South Gloucestershire
Inspection number	10373213
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	5
Date of previous inspection	13 September 2024

Information about this early years setting

The childminder registered in 2005 and lives in Downend, South Gloucestershire. Childminding takes place between 7.30am and 5.30pm, from Monday to Friday, throughout the year. The childminder provides funded early education for children. She holds a level 3 qualification in early years.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The childminder conducted a learning walk with the inspector to discuss the curriculum.
- The inspector observed children as they played and spoke with them during the inspection.
- The inspector and the childminder held professional discussions during the inspection.
- A sample of documentation was discussed and observed.

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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