

Childminder report

Inspection date: 25 April 2022

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

What is it like to attend this early years setting?

The provision is good

Children are settled and happy with the childminder. The childminder knows the children well. She has a good idea of what children can do and what they need to learn next. She follows children's interests to help engage them in different activities. Children have plenty of resources and toys to play with. They are confident in choosing how and what they want to play.

Children adapt well to new situations. The childminder makes sure that she offers the children support and reassurance. Children show that they are comfortable with new people. They are eager to talk with others and ask them to join in as they play.

The young children show superb concentration as they play with the figures in the doll's house. They use their imaginations as they recreate scenes from their home life. They pretend the figures are going to bed or using the bathroom.

Outdoors, children explore and use physical skills in the recently redesigned garden. They play races with the doll's buggy and toy lawn mower. Children push the wheeled toys up the slope and say 'one, two, three, go' as they let the toys run down the slope. They are quick to celebrate with excited shouts and laughter. They show exceptional resilience as they keep trying and do not mind who wins.

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

- Young children concentrate well for extended periods during activities they enjoy. Sensitive support from the childminder helps children to continue trying. They work out together how to make the mould for the dough work. Children describe the texture and shape of the dough and make connections in their learning. For example, they push out a square of dough and say that they have made 'toast'.
- The childminder fosters children's interests in nature. She and the children have planted sunflowers. Children know that the plants need sunlight and water to grow. They are going to start growing fruit and vegetables. The childminder hopes to use these for snack times with the children. She talks with children about how food helps to provide energy to grow. Children are learning about healthy food choices.
- The childminder builds relationships with parents and others who care for the children. Parents have not been entering the childminder's home since the COVID-19 pandemic began. The childminder has adapted the way she provides information to them about their children. She shares photos of what their children have been doing, using an online app. Parents say they are happy with the care and education the childminder provides. The childminder continues to

build on the way she shares information with other professionals and settings to make sure that children receive consistent support.

- The childminder encourages children's language and mathematical development as they play. She uses the children's interest in the play food. She asks the children to tell her how many of each type of food they have. The childminder models counting 'one, two, three', and she encourages the children to copy her. She helps children to compare shapes. For example, children identify that the apple and the tomato are both round. However, sometimes, the childminder misses opportunities to allow children to develop and express their ideas fully as they play.
- Young children show excellent care and consideration for others. They listen well and understand that actions have consequences. When children accidentally bump others, they show that they are sorry. They tell each other that they love them. The childminder provides swift, effective action to help children when they experience difficulties, such as when children attempt to ride the scooter on the grass. The childminder suggests that it may be safer on the decking. Children listen and consider the suggestion, accepting that this is a good idea.
- The childminder prepares children for moving on. She encourages children's developing self-esteem and self-care skills. For example, she asks children to find their shoes and put them on to go outdoors. The childminder praises children for trying and for succeeding in managing to do this. Children manage their own hygiene well. They ask for tissues when they have a runny nose and know to wash hands afterwards. Children smile and show pride in their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding. She knows the potential signs and symptoms that may mean a child is at risk of harm. The childminder and her assistant have completed recent training on safeguarding. They update their knowledge to make sure that they understand current legislation. The childminder has revised her risk assessments for the garden. These take into account the changes to where children play, which keeps them safe. The childminder knows she must ensure that people are suitable to be around the childminded children. She makes sure that she has checks carried out for all household members aged over 16 years.

What does the setting need to do to improve?

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

- make the most of opportunities to build on what children know and can do, to extend their learning further

- continue to build on ways of sharing information, to enhance continuity of children's learning and development.

Setting details

Unique reference number	EY333971
Local authority	Gloucestershire
Inspection number	10231751
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 September 2016

Information about this early years setting

The childminder registered in 2006 and lives in a village near Tewkesbury, Gloucestershire. She operates all year round from 9am to 4.30pm, Monday to Wednesday. The childminder works with an assistant.

Information about this inspection

Inspector

Anita McKelvey

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 setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and the children.
- Children spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- 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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