

Childminder report

Inspection date: 28 June 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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

The childminder is a positive role model for children's good behaviour. Children use good manners, and the childminder gently reminds children about the importance of sharing and taking turns with their friends. She is clear and consistent in her expectations and supports children to understand their feelings and how their behaviour impacts on others. Consequently, children know and understand what the childminder expects of them and behave well.

Children enjoy daily opportunities for fresh air and exercise in the childminder's spacious and enclosed garden. The childminder focuses her curriculum on children's needs and interests and on the knowledge and skills they require in preparation for their transition to school. The childminder recognises that some children prefer to learn outside. For example, children access a broad range of learning opportunities in the garden. They eagerly explore a large tray and find small dinosaurs, number cards and pictures, buried beneath the sand. Older children begin to match the numbers they find with items they discover. Younger children strengthen finger muscles and use tweezers and scoops to explore the sand, filling containers and playing with small-world items. The childminder gives lots of encouragement and praise to children as they play. This builds their confidence and helps them to develop a positive attitude towards their learning.

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

- The childminder places a strong focus on developing children's early communication and language skills. For example, she introduces young children to new words when naming body parts by using picture cards and books. However, on occasions, the childminder asks children too many closed questions and does not always consider how her questioning technique could challenge and extend older children's learning further.
- The childminder uses her knowledge of child development, alongside her observations and parents' views, to assess children's progress. She shares her assessments of children's learning with parents, for example their two-year-old progress check. Parents value the care and support children receive and her regular communication. The childminder keeps parents well informed about their child's day. She supports parents to continue their children's learning at home.
- The childminder has a secure understanding of what she wants children to learn and why this is important for them. However, the childminder often chooses for children when they could make their own choices. For example, during a play dough activity, the childminder chooses the tools for the younger children and guides them in what to create, rather than allowing them to explore, be creative and lead their own play.
- Children learn about different faiths and cultures. The childminder finds out

about children's backgrounds when they first start and uses this information to help children to learn about their own uniqueness. Children learn about the similarities and differences that exist between them and others to support their understanding of diversity in Britain.

- The childminder teaches children about healthy food, ways to keep their body healthy and how to ensure good oral hygiene, for example remembering to brush their teeth regularly. The childminder provides children with fresh fruit and vegetables during snack times, which helps them to understand about healthy food choices.
- The childminder recognises the importance of regular training and reflects on her own practice. She ensures all statutory training is regularly updated to help keep children safe, such as paediatric first-aid and safeguarding training. She networks closely with other childminders to share good practice and information about changes in the sector.
- Children enjoy many of the activities the childminder plans for them. For example, they practise hand-eye coordination and eagerly throw hoops onto small poles. Children take turns and do their best to aim and throw, then collect the hoops to try again. Children show a positive attitude to their learning and enjoy participating in group games.

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 interactions to include the use of more open-ended questions, to allow children to share their ideas freely and build on their language and communication skills further
- allow children sufficient opportunities to make choices and provide them with more time to explore and lead their own learning.

Setting details

Unique reference number	EY334811
Local authority	Gloucestershire
Inspection number	10350979
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	21 September 2018

Information about this early years setting

The childminder registered in 2006. She lives in the Abbeydale area of Gloucester, Gloucestershire. The childminder's service is open from 8am to 5pm on Monday, Tuesday, Thursday and Friday, all year round, except for bank holidays. The childminder holds a level 3 qualification and accepts the early years funding for children aged two, three and four years.

Information about this inspection

Inspector
Gwyneth Keen

Inspection activities

- This was the first routine inspection the provider 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 inspector observed the interactions between the childminder and children. The childminder talked to the inspector about her curriculum and what she wants children to learn during a learning walk.
- The inspector and childminder carried out a joint observation of children engaged in an adult-led activity. The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024