

Childminder report

Inspection date: 23 March 2023

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

Children are happy and settled in the childminder's well-organised home. They make choices about their play and have free access to a variety of resources which are stored at their level. Small groups of children become absorbed in imaginative play. They pretend that they have a magic carpet and shout out commands, such as 'magic carpet, take us to Legoland'. The childminder supports children to remember past learning experiences and share previous journeys they have taken on their 'magic carpet'. Children excitedly tell visitors how they have flown over buildings and churches and waved at their parents.

Children behave well. They are familiar with the daily routine and develop good levels of independence. Children learn to share and take turns, and use a sand timer to work out when it is time to swap over. They work as a team to tidy away. Children develop an awareness of technology, as they ask the internet device to play a tidy-up song. Children sort toys and resources into boxes that are labelled with a picture. They follow healthy practices and wash their hands before they sit at the table to eat their snack. Children learn to recognise their name as they collect their table mat. They make choices about the fruit they would like to eat. The childminder promotes children's independence. She encourages them to have a go at peeling it themselves before helping them with this.

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

- The childminder provides children with an exciting curriculum based on their individual interests. She tailors her interactions to build on what children already know and can do. The childminder takes children on outings inspired by seasonal themes and events. For example, they enjoy walks to look for daffodils as they learn about spring.
- The childminder shares information with parents in a range of ways. She gives detailed information about children's time at the setting verbally at collection time, and also sends photographs and videos of children's learning throughout the day. Parents feel thoroughly informed about children's progress and their next steps in learning. They value the information shared by the childminder, which supports them to continue and extend learning at home.
- The childminder effectively supports children's thinking skills. For example, following their interest in how roads and roundabouts work, she asks children questions which give them time to think and respond. The childminder asks children to consider how roundabouts would work if they were another shape, such as a square or triangle. Older children display an understanding of these more complex concepts. They identify that a satsuma rolls across the table and confidently state, 'that's because it's round'.
- The childminder prepares healthy snacks for children. She uses mealtimes to

promote their communication and language skills and engages children in discussions as they eat. Children talk about the fruits animals eat and remember that the childminder's old pet tortoise loved strawberries. However, the childminder is yet to use these everyday routines to fully support children's understanding of the importance of eating a well-balanced diet.

- Children enjoy daily opportunities to play outdoors in the childminder's newly refurbished garden. They hold their arms out for balance and jump across stepping stones. They count 'one, two, three' as they go. Young children explore different textures as they play with sand and mix pasta together with water. They develop an awareness of mathematical concepts. The childminder helps them to recognise if the containers are full or empty.
- The childminder supports children's understanding of the world. She takes children to visit her allotment to learn how food is grown. The childminder plans activities to extend children's understanding of the growing process and the anatomy of a flower. However, at times, the childminder over-complicates activities and does not fully consider how to meet young children's development needs to support them to make the best possible progress.
- The childminder reflects regularly on her provision. She identifies ways to enhance the learning environment and recently made a number of improvements to her garden. Children access their very own 'learning shed' at the rear of the garden. They explore a range of resources, puzzles and games to support their development, particularly in mathematics. The childminder recognises the importance of children leading their own learning. She waits to be invited before going inside the shed to avoid interrupting their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily safety checks on all areas of her home and garden. She ensures hazards are removed and areas are safe for children to play. The childminder supports children to take responsibility for their own safety. For example, she explains that children must tidy away the toys when they have finished playing so others do not trip over them. The childminder attends regular safeguarding training to ensure her knowledge of practice remains up to date. She knows the signs and symptoms that may cause her concern. The childminder outlines the procedures to follow should she believe children are at risk of harm.

What does the setting need to do to improve?

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

- make further use of everyday routines to fully support children's understanding of healthy lifestyles and the importance of eating a well-balanced diet
- review activities to make sure they are developmentally appropriate and focus

on children's learning intentions to support them to make even better progress.

Setting details

Unique reference number	EY336135
Local authority	Gloucestershire
Inspection number	10276725
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	31 July 2017

Information about this early years setting

The childminder registered in 2006. She lives in the Hatherley area of Cheltenham, Gloucestershire. The childminder works from 8.30am to 5.30pm, Monday to Thursday, all year round. She offers funding for free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector
Holly Smith

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 this into account in her evaluation of the setting.
- The childminder showed the inspector areas of the premises used for minding and discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector viewed a sample of documentation including the childminder's qualifications and records of suitability.
- The inspector considered the views of parents and through written testimonials.

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 2023