

Childminder report

Inspection date: 26 January 2023

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 clearly feel safe and secure in the childminder's care. They confidently explore the environment and make choices about their play. Children behave well. They develop strong early friendships with peers of a similar age.

Young children pretend to go for a walk and push dolls around the room in a pram. Children sit at the table together to draw pictures on an erasable writing pad. They develop good hand-eye coordination as they take turns to use the pen. Children understand that marks have meaning and have a go at writing their name.

Babies and older children enjoy opportunities to play together. They use their imagination as they sit together inside a tent and have a pretend picnic with dolls. Older children are considerate of their younger peers. They are patient with them as they learn to share and take turns.

Children are familiar with daily routines. They help to tidy away the toys before mealtimes, and older children confidently point out what toys go in which box. Children learn the skills that will support them on their journey to future learning and the move to school. They learn to independently manage their self-care. For example, children use the toilet and remember to wash their hands.

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

- The childminder provides a curriculum that is designed to promote children's independence and confidence in learning. She makes accurate assessments of children's strengths, as well as areas where they need further support. Children make good progress.
- Partnerships with parents are good. The childminder gathers a range of information during induction about what children already know and can do so she can plan for their learning from the outset. She shares information with parents on a daily basis through discussions and digital updates. Parent feedback is positive. They comment on the 'welcoming, clean and well-organised environment' and state that their children 'are thriving since attending'.
- The childminder works collaboratively with other professionals. She discusses children's individual learning styles and levels of progress with other settings children attend to ensure that children receive a complementary approach to their learning.
- The childminder recognises when children display difficulties with some aspects of their communication and language. She observes children's interactions with others as they play and models the correct pronunciation of words. For example, when children say 'nana', she repeats the word 'banana'. However, on occasion, the childminder does not make the best use of opportunities that arise to

introduce new vocabulary or ask children questions, to enhance their communication and language skills further.

- The childminder supports children's awareness and understanding of a healthy lifestyle. She provides nutritious snacks, which children thoroughly enjoy. They happily sit at the table with their peers. The childminder introduces children to activities that support their understanding of good oral health. She uses a model to demonstrate how to brush their teeth. Children practise squeezing a tube of toothpaste and become familiar with the brushing motion as they brush a pretend set of teeth.
- Older children display their mathematical knowledge during their play. For example, they line up cars in the garage and point to them as they accurately count in sequence up to 11. Children are also beginning to recognise numerals. The childminder supports this further by pointing to numbers on the number carpet that children play on.
- The childminder plans daily outings to ensure children get plenty of fresh air and exercise. They learn about the world around them. The childminder takes them for walks in the community and visits places of interest, including the park and library. Children learn how to keep themselves safe. The childminder explains that they must not speak to strangers unless an adult is with them. She also teaches children that they must never approach a dog without asking its owner first.
- The childminder ensures that she updates all mandatory training, including child protection and paediatric first aid. She is reflective and regularly evaluates her practice to identify areas for improvement. However, the childminder is yet to consider how to target professional development opportunities, to further raise the quality of teaching and improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to safeguard children. She is aware of the signs that may indicate a child is at risk of abuse, including when a child may be subjected to extreme views or behaviours. The childminder is clear on the procedure to follow to report concerns regarding children's welfare. She completes risk assessments of all areas of her home and garden to ensure any hazards or risks are removed or minimised. When on outings, the childminder completes ongoing visual checks to ensure that children play in a safe environment.

What does the setting need to do to improve?

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

- strengthen interactions and make better use of opportunities that arise to

introduce new vocabulary or ask children questions, to enhance their communication and language skills further

- consider ways to target professional development opportunities to raise the quality of teaching and further improve outcomes for children.

Setting details

Unique reference number	EY336903
Local authority	Gloucestershire
Inspection number	10264548
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	16
Date of previous inspection	19 June 2017

Information about this early years setting

The childminder registered in 2006. She lives in the village of Woodmancote, to the north of Cheltenham. The childminder operates Monday to Thursday, from 7.15am until 5pm. On Fridays, she offers care between 7.15am and 9am. The childminder receives funding for the provision of free early education for children aged three years.

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

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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