

Childminder report

Inspection date: 4 March 2020

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

The provision is good

Children are happy and secure in the childminder's care. They form warm relationships with her and play cooperatively with their friends. Children take turns and make polite requests, using words such as 'please' and 'thank you' when playing a matching game. They move confidently around the setting and explore a range of interesting toys and items purposefully placed by the childminder. Children are eager to learn as they investigate how magnets attract a range of materials. Children demonstrate good thinking skills and confidently answer questions posed by the childminder. They display good hand-to-eye coordination and proudly tell the childminder, 'It's moving' as they move material inside a sealed container with a magnetic wand. Young children are beginning to identify colours and repeat colour names.

Children have daily opportunities to learn outside in the fresh air. They observe the changes to seeds and bulbs and monitor their growth before planting them in the childminder's garden. Children grow and harvest fruits, such as rhubarb and strawberries, to develop their understanding of where food comes from. They enjoy a varied range of outings, which broaden their experiences and enhance their understanding of the world and nature. For example, children enjoy visits to the bird park, local playgroups and museums with the childminder.

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

- The childminder has a good understanding of how children learn. She observes children as they play and evaluates the progress they make. The childminder uses this information to identify children's interests and plan for future learning. As a result, children are supported to make good progress from their starting points.
- The childminder supports children's early mathematics skills well. As children build towers, she encourages them to count the blocks and introduces simple addition. The childminder supports children to solve problems and makes suggestions to aid their learning. For example, when towers fall down, she talks to children about the different-sized blocks and encourages them to think about which ones will be best at the top of the tower.
- The childminder effectively uses daily routines, such as snack time, to promote children's independence. Children skilfully cut their banana with small knives and learn to pour milk from a jug into their cup. Children are developing an awareness of the benefits of healthy food and drinks and confidently announce, 'Milk makes you big and strong.' The childminder talks to children about healthy and unhealthy foods and encourages them to share their ideas. This supports children's understanding of a healthy lifestyle.
- Children's communication skills are supported well. The childminder engages

children in meaningful discussions and asks age-appropriate questions to support their knowledge and understanding. However, the childminder does not consistently support children to talk about how they feel in order to enable them to develop their understanding of emotions and learn how to manage these in a meaningful way.

- Partnerships with parents are good. The childminder shares information about children's learning and progress on a regular basis through daily discussions. She actively encourages parents to share their views on her setting through questionnaires. Overall, parents' feedback is positive. They comment on the 'invaluable support' provided by the childminder and state that their children have 'absolutely blossomed' in the 'caring and nurturing' environment.
- The childminder works very well in partnership with local pre-schools. She regularly visits other settings that children attend and effectively shares their learning and progress. This promotes a consistent approach to children's learning and supports them with the eventual move to school.
- Children enjoy participating in special events and celebrations throughout the year. For example, they have recently been learning about Chinese New Year.
- The childminder is passionate about her role and values the importance of professional development opportunities to further strengthen her knowledge and skills. She attends regular training with the local authority and also completes her own research, attending online training and webinars.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and safeguarding procedures. She attends regular training and demonstrates a secure understanding of her role and responsibility to protect children. The childminder is able to identify the possible indicators of harm and neglect and knows what to do should she have concerns about a child in her care. She has a good knowledge of wider safeguarding issues, such as extreme views and exploitation. The premises are secure. The childminder carries out regular checks of the environment to ensure it remains safe for children.

What does the setting need to do to improve?

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

- encourage children to develop a deeper understanding of their emotions, so they can manage their feelings more effectively

Setting details

Unique reference number	EY348553
Local authority	Gloucestershire
Inspection number	10125626
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	2 December 2015

Information about this early years setting

The childminder registered in 2007. She lives in Wotton-under-Edge in Gloucestershire and works all year round, except for bank holidays and family holidays. The childminder works weekdays from 7.30am to 5.30pm. The childminder has a level 4 qualification. She provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector had a tour of the premises and held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector invited the childminder to participate in a joint observation. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled documentation.
- The inspector took account of the views of parents through written testimonials.
- The inspector spoke to children at appropriate times during the inspection.

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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