

Childminder report

Inspection date: 29 September 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 enjoy the time they spend in the kind childminder's warm and welcoming home. She encourages children to lead their own learning and follow their individual interests. For example, children choose a matching game from the shelf and take it over to the table to complete. Children behave well. The childminder helps older children to see themselves as role models. Children proudly tell visitors that younger children like to copy them, so they need to show them the right way to do things.

The childminder provides a broad curriculum, inspired by nature and changes in the world around them. Children benefit from regular outings into the local community. They excitedly share their experiences with visitors and explain that they collected leaves and conkers from under a tree. The childminder extends these experiences. For example, she laminates leaves for children to stick to the playroom window. Children are eager to take part and learn that they need to spray water onto the window to make the leaves stick. The childminder supports children's language skills as they discuss the colour of the leaves. She introduces vocabulary, such as the word 'faint'. The childminder explains that, if you look carefully, you can see the inside of the lighter-coloured leaves. Older children demonstrate good mathematical skills. They discuss the size of the leaves with the childminder and count that there are 16.

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

- The childminder has a good knowledge of children's development and what she wants them to learn next. She thinks about how to adapt some activities to support children's individual needs. However, at times, the childminder does not always offer enough encouragement to support the youngest children to become as actively involved in activities as their peers, to fully maximise their learning.
- The childminder gathers information from parents on induction about children's previous knowledge and skills. She uses this information to plan for their learning and extend what they already know and can do. The childminder provides a range of good-quality resources to promote their development across all areas of learning. She provides a thoughtful selection of books and stories that link to children's learning experiences. For example, children look at books about autumn and woodland animals.
- Parents are very happy with the care and education their children receive. They value the daily conversations and appreciate the childminder's regular written feedback of children's learning and development. However, sometimes, the childminder's written assessments are not always accurate enough to precisely plan for children's next steps in learning and support them to make the best possible progress.

- The childminder helps children to develop a sense of self. She creates individual picture books for each child, which include photographs of their family members and pets. Children enjoy looking at these and lovingly talk about the members of their family. They discuss how their families are all different. For example, they learn that children live with different people who are special to them, such as family friends.
- Children display impressive physical skills. They are confident and carefully navigate their bodies through apparatus in the childminder's garden. The childminder offers support and encouragement when they are having difficulty. This supports children to have a 'can-do attitude' and promotes high levels of self-esteem.
- The childminder encourages young children to feel different textures using their hands. For example, she shows them that a ball is soft and that they can use their hands to squeeze it to make a noise. The childminder reflects on ways to create more immersive sensory experiences for children. She recently changed the play house into a sandpit to enable children to explore with their whole body.
- The childminder forms strong links with other childminders in the local area. In addition to meeting them and their minded children for outings and play dates, she also attends professional development opportunities with them. The childminder has recently attended a series of online webinars to develop her knowledge of schematic play. These good working partnerships provide the childminder with opportunities to hold professional discussions and reflect on the experiences and practice offered at her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She ensures that the premises are secure and completes visual checks of all areas of her home and garden to identify and address any hazards. The childminder can identify the signs and symptoms that may indicate a risk to children's welfare. She knows the correct procedures to follow should she need to report a concern. The childminder teaches children how to manage their personal safety when out in the community. For example, children learn that, although they wish to be polite and say 'hello', they must not talk to people they do not know.

What does the setting need to do to improve?

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

- offer even more encouragement to support the youngest children to be as actively engaged in activities as their peers, to fully maximise their learning
- strengthen assessment procedures to plan more precisely for children's next

steps in learning and support them to make the best possible progress.

Setting details

Unique reference number	EY359621
Local authority	Gloucestershire
Inspection number	10308227
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 March 2018

Information about this early years setting

The childminder registered in 2007 and lives on the outskirts of Cheltenham, Gloucestershire. She holds early years teacher status. The childminder's core hours of work are 8am to 5.30pm, from Monday to Friday, all year round. She is registered to provide funded early education for children aged two, three and four 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 their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector through written documentation.

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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