

Childminder report

Inspection date: 20 January 2022

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 spend the majority of their time with the childminder in a purpose-built play cabin located in the garden. They develop early friendships with their peers and enjoy each other's company. Children behave well and play cooperatively together. For example, older children work together to collect large soft-play blocks to build towers. Children giggle with delight as they push the towers over. They are active in their play and lay out the soft-play blocks as a pathway across the room. Children safely practise their balance and coordination. They are proud of their achievements and announce 'I did it!'.

Children's communication skills are progressing well. The childminder invites children to choose what song they would like to sing. They select a card that shows a visual image of familiar songs and rhymes. Children confidently choose what song to sing, and select a musical instrument to accompany their singing. Young children recall the words from memory and spontaneously sing as they play.

The childminder monitored children closely when they returned to her care after a brief closure due to the COVID-19 pandemic. The childminder identified areas where children needed more support, such as developing their social skills. She explains that when it was safe to do so, she made arrangements with other childminders to meet at local parks, so children could play together. As a result, children settled back into the childminder's care and quickly developed their social confidence.

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

- The childminder has a good understanding of children's learning and development. She gathers information from parents when children first start to attend and uses her observations to monitor children's progress over time. The childminder reviews children's progress regularly to identify any possible gaps in their development. As a result, gaps in children's learning are quickly identified, and appropriate support is put in place. For example, the childminder makes timely referrals to specialist services.
- Children lead their own play and learning. They follow their interests and make choices about the resources that they play with. The childminder carefully observes children's play and plans activities to extend their knowledge and understanding. For example, after children showed an interest in frozen water outside, the childminder set up a sensory ice activity indoors. Children explore ice with their hands and work out the quickest way to melt it. They watch with interest as it melts in their hands.
- The childminder consistently supports children to be independent. For example, she supports them to manage their self-care, such as wiping their nose. This

results in children being confident and motivated to do things for themselves. These are skills that they will need when they move on to school.

- Parents are very happy with the learning opportunities and care the childminder provides. They comment on the 'high levels of engagement' and feel informed about their children's progress. Parents state the care provided is 'second to none' and express their gratitude for the childminder's hard work. The childminder supports parents to continue their children's learning at home. Children enjoy choosing a storybook to take home and read with their parents.
- The childminder supports children to adopt some effective hygiene practices throughout the day. For example, she encourages children to wash their hands with a wipe before eating their snack. However, she does not consistently teach children why healthy routines, such as handwashing, are in place.
- The childminder reflects on the quality of her provision. In addition to mandatory training, she attends online training courses and webinars to keep her knowledge up to date and to enhance the quality of her teaching.
- The childminder supports children's mathematical knowledge effectively throughout their play. Children recognise colours and shapes, use number language and discuss the size of different objects. They use language, such as 'big' and 'small'.
- The childminder makes all children and families feel welcome. She supports children to recognise their differences and value their uniqueness. Children feel part of the local community. They go on weekly outings into the community and meet with others at toddler groups. However, the childminder is yet to consistently build on children's knowledge to enhance their understanding of diversity and the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the indicators that may suggest that a child is at risk of harm. She fully understands her responsibilities to act on any concerns that she has about children's welfare. The childminder has robust procedures in place to keep children safe. She talks to them about risks as they play so that they are able to identify hazards and to keep themselves safe. The childminder records accidents and incidents appropriately and monitors these closely.

What does the setting need to do to improve?

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

- strengthen hygiene practices and help children to learn why routines to promote health and hygiene are in place
- enhance the curriculum to help children to develop an even better understanding of diversity and the wider world.

Setting details

Unique reference number	EY359625
Local authority	Gloucestershire
Inspection number	10125637
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	9
Date of previous inspection	19 March 2015

Information about this early years setting

The childminder registered in 2007. She lives in Cheltenham, Gloucestershire. The setting operates all year round from 7am to 5pm, Monday to Friday, except for family holidays. The childminder works with an assistant when required.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting 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 inspector was shown the areas of the setting that children access. The childminder explained how the setting is organised and how she plans the curriculum and experiences for children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took account of views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the 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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