

Childminder report

Inspection date: 7 March 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 are content in the care of the kind childminder. They independently access a broad range of resources inspired by their interests and the theme-based curriculum. Children excitedly enter the learning environment to see their favourite toys set out ready for them to play. They use their imagination as they play with several large toy dinosaurs. Children seek out their peers to join in with their play. Together, they make roaring sounds to imitate the noise that dinosaurs made. Children pretend that the dinosaurs are interacting with each other. Young children proudly tell visitors, 'It's a dinosaur.'

The childminder supports children who have recently started at the setting to form secure relationships with her. They quickly settle and are happy during their time at the setting. Babies benefit from lots of cuddles and reassurance. They gaze at the childminder and smile at her as she affectionately holds their hands and speaks to them. The childminder supports babies to become familiar with their environment and explore the resources around them. The childminder includes babies who are not fully weaned in daily routines, such as snack time. She sits at the table with older children while they eat their snack to feed a baby their bottle.

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

- The childminder knows children well. When children first begin to attend, she invites parents into the setting and offers to visit them in their home to find out about children's routines, abilities and interests. The childminder uses this information effectively to plan for children's learning from the outset. She aims to mirror children's routines from home to support children to feel safe and secure in her care.
- The childminder's care practices ensure that children's personal needs are met. She talks to babies in a gentle manner and informs them when it is time to change their nappy. Children learn the principles of a healthy lifestyle. They are encouraged to follow good hygiene routines. For example, they line up to wash their hands before mealtimes. Children independently access their water bottles throughout the day. The childminder provides them with fresh fruit at snack time. Children bring their own packed lunch from home.
- The childminder plans a wide range of activities linked to the curriculum and each area of learning. For example, to further extend children's interest in their theme 'under the sea', the childminder encourages children to explore shells and sand when they play outside. However, she does not always involve the youngest children in these experiences. Babies remain in the childminder's arms for the duration of the activity and miss opportunities to explore and investigate alongside their peers.
- Children enjoy singing familiar songs and rhymes. They listen attentively as the

childminder sings with her co-childminder. Children join in with the words that they know. Babies develop core strength in their bodies. The childminder holds their hands and gently rocks them back and forth as she sings 'Row, Row, Row Your Boat' to them.

- The childminder provides a narrative for young children as they play and introduces a range of single words to support their growing vocabulary. However, on occasions, her interactions interrupt children's play. At times, the childminder continuously talks to children and does not give them enough time to explore and learn independently.
- The childminder works well with her co-childminder. They split their time between their settings. The childminder and her co-childminder consider the type of activities they have planned and which children will attend to decide which setting they will work from. They have regular discussions about their strengths and areas in need of development. The childminder and her co-childminder have plans to pursue professional development opportunities, to further outcomes for children at the setting.
- Parents share positive feedback about the care and education the childminder and her co-childminder provide. They comment on the 'friendly' and 'loving' environment and say that their children make good progress. Parents comment on the good levels of communication between the setting and home, and they feel included in their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly updates her safeguarding training. She demonstrates a clear understanding of her responsibility to protect children from harm. The childminder is able to identify the signs and symptoms of abuse. She knows the relevant agencies to contact for guidance and the correct procedures to follow to escalate concerns. The childminder carries out risk assessments of her home and the home of her co-childminder to ensure that both remain suitable and safe for children. She follows guidance to ensure that children sleep peacefully in safe and comfortable surroundings.

What does the setting need to do to improve?

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

- adapt planned group activities to further support the youngest children to be as fully involved in their learning as their older peers
- provide more opportunities for children to experience activities with minimal interruptions, to allow them to explore freely and lead their own learning.

Setting details

Unique reference number	EY365807
Local authority	Gloucestershire
Inspection number	10276481
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	0 to 5
Total number of places	6
Number of children on roll	12
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2007 and lives in the town of Tewkesbury, Gloucestershire. She works with another childminder, and they are registered to provide care from each other's homes. The childminder provides care all year round from 7.30am to 5.30pm, Monday to Friday. She has an early years 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 that into account in her evaluation of the setting.
- The childminder 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 on children's learning.
- The childminder and the inspector carried out a joint observation.
- The inspector viewed a sample of documentation, including the childminder's qualification certificates.
- The inspector considered the views of parents 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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