

# Childminder report

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Inspection date: 22 March 2023

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

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

### The provision is good

Children enjoy their time with the childminder. They arrive enthusiastically, keen to share their news with the childminder. They are settled, happy and have developed strong friendships with one another. They help themselves to readily available resources and choose what they want to do. The childminder suggests activities that build on children's interests, and offers plenty of opportunities for children to play outdoors in the garden and further afield. For example, children thoroughly enjoy local walks.

Children ably dress themselves in preparation for an outing and ask the childminder to bring sunglasses as well as binoculars, because they say it is sunny. They hold hands and follow the childminder's safety instructions, learning to stay safe. Children are well-behaved and polite, and the childminder skilfully helps children to manage minor disputes.

All children are keen to explore local green spaces. They excitedly spot planes and helicopters, birds, a squirrel and a woodlice nest in the hollow of a tree. Together they collect sticks to build a pretend bonfire, and use some as walking sticks, 'like a grandpa uses'. They gain a good understanding of the world through exploration and information that the childminder shares with them. Children experience a broad range of activities. They make good progress in all areas of their learning and are well prepared for the move on to school.

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

- The childminder ensures each child receives the attention they need and encourages their independence. The children receive lots of praise and encouragement from the childminder. She fosters their self-esteem well and takes great pride in their achievements. For example, children receive high praise when they write their name on their drawings and show delight when the childminder gives them a 'high five' to mark achievements.
- The childminder has a good knowledge of each child's needs, interests and abilities. She uses this knowledge when suggesting activities they might like. She instinctively poses questions and initiates conversations to extend children's language skills. Two-, three- and four-year-old children demonstrate very good language skills and have extensive vocabulary. They express their needs, ask questions, describe what they are doing and recall past experiences avidly. They talk confidently to unfamiliar adults, describing their interests and activities they enjoy in the childminding setting.
- Children, including two year olds, learn to recognise and write letters. They excitedly race to road signs during a local walk and point out the letters in their names and others they know. They recognise letters while looking at books.

- Children show a love of books. They choose from the good selection of books that include many positive images of culture and ethnicity. They listen intently as the childminder reads to them, show great interest in the illustrations and can retell familiar stories.
- Children count confidently to 10 and beyond. They recognise the number of objects and the concept of more or less, big and small. The childminder has implemented some new ideas for outdoor mathematical learning, gained through recent training. For example, she encouraged the children to create a clock face with stones and sticks. Then she introduced the idea of times they associate with mealtimes and bedtime. However, there is scope for the childminder to challenge children to complete simple calculations and extend their mathematical awareness further, as they go about their play.
- The childminder encourages children to use their imagination through drawing and artwork, dressing up and role play and by providing a good selection of small-world resources.
- The childminder extends children's play experiences and understanding of the world, for example through regular attendance at a childminding group and to places of interest, such as the City Museum and Cathedral.
- Partnerships with parents are good. The childminder encourages parents to share information about the children's interests and abilities from the earliest opportunity, making effective use of home visits. She provides daily feedback about children's activities, including photographs. Parents praise the childminder's support for the children and families. They recall the good support they have received at difficult times. They also praise how the childminder works in partnership with parents to support children with special educational needs and/or disabilities.
- The childminder works well in partnership with one other setting children attend, sharing regular two-way information about children's activities and progress. However, she has not established a good partnership with the other setting attended by the children. Therefore, she cannot be sure that the experiences she offers complement those children have elsewhere.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about what she would do in the event of a concern about the welfare of a child in her care and who to report concerns to. She is clear about her responsibilities to safeguard children's well-being. She keeps her safeguarding knowledge up to date through training and has a written policy to refer to. The childminder maintains a safe and secure environment and supervises children well. The childminder models good hygiene practice and children learn to wash their hands routinely, for example after toileting and exploring outdoors. She helps children to learn to keep themselves safe. For example, on outings, children learn to look and listen for cars before crossing the road, carry sticks they collect safely, and climb trees with care.

## **What does the setting need to do to improve?**

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

- explore ways to extend children's mathematical awareness to challenge them to solve simple problems and calculations, and build on their counting, shape and number recognition skills
- improve the partnership with other settings children attend, to foster two-way sharing of information and ensure that the experiences offered complement those children receive elsewhere.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY371507                                                                          |
| <b>Local authority</b>                             | Gloucestershire                                                                   |
| <b>Inspection number</b>                           | 10263072                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | 19 April 2017                                                                     |

## Information about this early years setting

The childminder registered in 2008. The childminder's core hours of work are Monday to Friday, from 7.30am to 5.30pm, all year round except bank holidays.

## Information about this inspection

**Inspector**  
Linda Witts

### Inspection activities

- This was the first routine inspection the provider has had since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children and spoke with her at appropriate times during the inspection.
- The inspector observed and spoke to children as they engaged in their play and learning activities.
- The inspector joined the childminder and children on a walk to local green spaces.
- The inspector looked at relevant documentation and spoke to the childminder about how she safeguards children's welfare.
- The inspector spoke to parents and took account of their views.

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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