

Childminder report

Inspection date:

7 November 2019

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

The childminder has high expectations for children's behaviour and communicates these to children consistently. She provides children with regular praise and encouragement to boost their self-confidence. Children build strong bonds with the childminder and show that they feel secure and happy. Children are motivated to learn and take part in activities. For example, they join the childminder eagerly when she suggests they look at books together.

The childminder encourages children to carry out small, appropriate tasks and to develop their self-care skills throughout the daily routine. For example, children hang their own coats on their pegs, remove their shoes and clean their hands and faces after eating. Even the youngest children help to tidy up. Children are proud of their achievements. The childminder's relationship with the youngest children is sensitive and responsive to their needs. Children listen to and act on her requests with a positive attitude. For example, when the childminder asks the children to wash their hands in preparation for snack time, they immediately follow her instructions, demonstrating an understanding of the daily routine.

The childminder provides a safe and secure environment for the children. She promotes their health and well-being effectively, for example through opportunities to learn outdoors. Children grow fruit and vegetables in the garden, which they eat at snack times. The childminder plans regular trips within the local community to provide opportunities for children to play in the fresh air and enjoy exercise.

The childminder works in close partnership with parents and other settings the children attend. She shares information with parents on a regular basis and keeps them up to date with their children's development. Parents comment positively about the progress their children make and the good-quality childcare that the childminder provides.

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

- Children are progressing well. The childminder plans activities which interest them and support their learning by building on what they already know. For example, when children show an interest in farm animals, the childminder introduces farm animal toys and songs to develop their knowledge.
- The childminder provides children with a stimulating learning environment and encourages them to make independent choices in their learning. Children benefit from a wide range of natural resources and toys. The childminder supports them to be curious and to learn about the uses of technology.
- Children are encouraged by the childminder to become increasingly independent. They dress in role-play costumes with little support from the

childminder, and help each other with fastenings on their clothes and shoes.

- The childminder models language effectively through songs and stories, and children are motivated to join in with the actions enthusiastically. However, she does not make best use of opportunities to encourage children to develop and practise their speech, to extend their communication skills.
- Children are joyful as they play together and are well supported by the childminder in developing a sense of right and wrong. They demonstrate an awareness of the different needs of others and are encouraged by the childminder to share and take turns as they play.
- The childminder provides a stimulating environment to support babies to develop their physical skills. For example, she encourages babies to use push-along walkers and to pull themselves up to access toys and resources.
- The childminder observes the children's play and develops their mathematics skills successfully. For example, she notices that they enjoy filling bags and boxes during their play, so she provides them with further opportunities to develop their understanding of capacity. She offers pots of sand, water and soil for children to fill and empty in the garden, which they explore excitedly.
- Parents play an active part in contributing to the assessments of their children's progress. The childminder uses information from parents to plan children's next steps, to help prepare them for school. She works well with parents by offering them strategies for supporting children's learning at home. The childminder listens to parents' ideas and follows their preferences in relation to babies' routines and care practices.
- The childminder teaches children to recognise what makes them special and unique, for example by celebrating their birthdays and talking with them about their different families, homes and interests. She promotes positive values, such as being kind, using good manners and being respectful. The childminder provides opportunities for children to learn about festivals celebrated by other children and involves parents in these special activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure that procedures, including safeguarding and first aid, are up to date. She undertakes effective risk assessments of her home and outings, and helps children to understand how to stay safe. The childminder has a thorough knowledge and understanding of safeguarding protocols. She is aware of the action to take if she has any concerns about a child's welfare. The childminder has completed training on wider safeguarding matters, such as how to protect children from extremist views.

What does the setting need to do to improve?

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

- provide more opportunities for children to practise and develop their speech, to extend their communication skills further.

Setting details

Unique reference number	EY375666
Local authority	Gloucestershire
Inspection number	10069353
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	3
Number of children on roll	6
Date of previous inspection	25 November 2014

Information about this early years setting

The childminder registered in 2008 and lives in Bledington, Oxfordshire. She operates on weekdays, including out-of-school care, and offers overnight care. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Cowling

Inspection activities

- The quality of the childminder's interactions with the children were observed by the inspector.
- Parents' written feedback was taken into account.
- The inspector looked at a sample of the childminder's documentation, including risk assessments, training records and children's records.
- Children's activities and care routines were observed by the inspector.
- The inspector spoke with children and the childminder at convenient times.

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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