

Childminder report

Inspection date: 19 February 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

This childminder provides an extremely welcoming environment for the children in her care. She knows them exceptionally well and treats all children as unique individuals. Her curriculum precisely focuses on what children know and can do and what they need to learn next. For example, she seeks advice from parents about children's food preferences and uses meal times as an opportunity to teach children about healthy eating, introducing them to vegetables and foods they will not eat at home.

The childminder ensures that children learn excellent manners from a young age. All children have an impressive knowledge and understanding of routines and expectations. For example, they independently wash their hands before snack, respecting one another and waiting patiently for their own turn. She ensures that children are socially confident when they start school and takes every opportunity to boost their self-esteem by giving praise and recognition.

All children have exceptional attitudes to learning. They concentrate intently on adult-led activities and those of their own choosing. For example, when they play with arctic animals in a tray as part of a themed project, they talk about whether the animals prefer hot or cold weather, experiment with new language and take delight in playing for extending periods of time.

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

- Young children develop a love of books at this well-organised provision. They frequently ask the childminder to read a story and she models reading in a fun and sing-song way engaging all children. Children can choose books which are purposefully sorted and selected to appeal to their fascinations and stages of development. For example, children learning to use the toilet chose a book about potty training which everyone listened to and enjoyed sharing.
- The childminder skilfully sequences children's development of mathematical understanding and introduces it in a systematic way. She plans maths activities that she adapts to meet each child's stage of learning. For example, during an adult-led activity, she tapes out 'parking spaces' on the carpet with numerals and colours on each. She asks children to drive toy cars with coloured dots attached into parking spaces with the appropriate number. Youngest children are asked to match coloured cars to coloured parking spaces. The childminder supports the children to count and match the numbers, challenging them with larger numbers as appropriate. Children persevere with this motivating challenge and the childminder gives them time and space to experiment, which actively promotes their thinking skills.
- The childminder has high ambitions for all children. She ensures that her

provision is fully inclusive and she develops her knowledge, skills and understanding of interventions to enable all children, including children with special educational needs and/or disabilities (SEND), to make the best possible progress. The childminder works closely in partnership with parents, skilfully weaving children's speech and language targets in to their conversations and play.

- Children's behaviour is excellent. The childminder has clear boundaries which children understand and adhere too and this is evident throughout the session. When children are unhappy, they talk about emotions using labels and symbols, which children use to articulate how they are feeling.
- This exceptional childminder goes over and above to give children an understanding of different cultures. For example, she uses the extensive resources available through digital technology to find films about young children celebrating cultural events in England. They watch films together and talk about children the same age as themselves. They try different foods as she talks with them about how life can be different to their own. Children learn about alternative religious festivals, read books about different cultures and use family celebrations to learn about individual differences.
- The childminder carefully supervises children when using information technology. She helps older children to understand the risks of using digital technology. This includes talking to children about keeping themselves safe and why it is important to talk to their parents about any worries they may have.
- This childminder keeps her own knowledge and understanding regularly up to date. She focuses her own professional development on meeting the needs of the children that attend. She continuously updates her safeguarding knowledge to ensure that she is always aware of current risks to children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY377258
Local authority	Gloucestershire
Inspection number	10311941
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	14
Number of children on roll	14
Date of previous inspection	16 April 2018

Information about this early years setting

The childminder registered in 2008. She lives in the Hempstead area of Gloucester. The childminder operates between 7.30am and 5pm Monday to Wednesday, 7.30am to 1pm Thursday and 7.30am to 4pm on Friday. She holds a level three qualification and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ruth Glover

Inspection activities

- This was the first routine inspection the provider received 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 provider.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with key documentation on request.
- Parents and carers shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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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