

Childminder report

Inspection date: 22 April 2024

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 created a stimulating curriculum; children are motivated and eager to learn. Older children develop their mathematical skills well as they confidently match spots on the dice to ladybird spots. The childminder uses skilful questioning, such as saying, 'What does three add three make? Children count and reply 'six'. The childminder provides time for children to process their thinking, building on their problem-solving skills. Younger children develop their hand-eye coordination as they carefully place small blocks on top of each other, building towers and knocking them down. The childminder counts the blocks, saying 'one, two, three', introducing children to the concept of number and counting.

The childminder implements consistent routines and boundaries. Older children show kindness and patience. For example, they help younger children to take turns with shaking the dice, saying, 'Here you go, it's your turn now.' The childminder supports younger children to use sign language to say thank you, creating a caring and respectful environment for children. Children listen attentively and have wonderful relationships with the childminder. They feel safe and secure in the homely environment.

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

- The childminder has a vast knowledge of how children learn and has designed an ambitious curriculum for the children in her care. For example, she supports children to build their perseverance and focus when completing a puzzle with more pieces.
- The childminder uses children's starting points to form their next steps in learning. She uses her professional knowledge to monitor and assess what children need to learn next. However, at times, she does not accurately build on what children know, to support their next steps in learning.
- Children enjoy weekly visits to the library and develop a love of literacy. Children progress well in the language-rich environment the childminder provides. Younger children explore touch and feel books using their senses, and older children learn new language, such as 'fluffy' and 'scrapey'. Children develop good language skills. Younger children babble and use gestures to communicate what they want. The childminder recognises these cues and is attentive to children's needs.
- The childminder encourages healthy lifestyles, helping children to build healthy habits, supporting their well-being. She provides opportunities for children to develop their gross motor skills when they visit soft-play centres and local parks. The childminder promotes independence in children's self-care skills, such as toileting and self-feeding for younger children.
- The childminder uses self-evaluation well to identify areas for improvement. For

example, she has recently adapted the format of the progress check at age 2 to provide a more detailed overview of children's development to share with other professionals and parents. She recognises the importance of training and how this may help her to gain valuable knowledge to improve outcomes for children. The childminder ensures that she creates links when children attend pre-school and shares information about children's learning, providing a consistency of care for children.

- Parents comment on the 'wonderful caring nature' the childminder has with the children. Children progress well in their learning and parents report on the good information-sharing. Parents value the wonderful opportunities that the childminder provides for the children and how adaptive she is to their needs and interests.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- further develop a more sequenced approach to children's learning to ensure that it builds on what children know and can do.

Setting details

Unique reference number	EY378036
Local authority	Gloucestershire
Inspection number	10317371
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 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	3 May 2018

Information about this early years setting

The childminder registered in 2008. She lives in the village of Churchdown, near Gloucester. She offers care for children from 9am to 5pm from Monday to Friday all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Chelsea Woollard

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 their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children to find out about their time at the setting.
- The childminder provided the inspector with a sample of key documentation on request.

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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