

Childminder report

Inspection date: 8 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children settle very quickly at the childminder's warm and friendly home. Children benefit from the secure attachments they make with the childminder. She knows children very well and gathers useful information from parents when they start. The childminder ensures she uses this information to identify what children like and what they can already do.

Children have daily access to fresh air and exercise. The childminder takes children on regular visits around their local community and further afield. During the inspection the children, childminder and inspector took a walk in the local community. Children behaved very well and listened intently to the childminder's instructions. They walked carefully along the pavement and held each other's hands. They remembered to check the road was clear before crossing with the childminder. The childminder and children warmly greeted people out walking along the way. The childminder encouraged the children to notice things they saw during the walk. For example, numbers on lamp posts. Children found different wooden sculptures along a trail. They commented on texture and noticed different patterns and carvings. Children see different people and visit different places on a regular basis. This enables children to learn about their local community and the world around them.

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

- The childminder supports children as they learn to be independent. For example, they put on their own coats and shoes and go to the toilet independently. The childminder encourages younger children to help while having their nappy changed. Children have plenty of opportunity to make independent choices and choose what they want to play with.
- The childminder has high expectations for children's behaviour. The childminder is a good role model and children learn to be polite and say, 'please' and 'thank you'. Children are kind to each other. They follow the childminders lead in being respectful to each other and visitors. Children behave very well at this setting.
- Parents are highly complimentary about the care and education their children receive. They share that children make good progress. Communication about children's development is regularly shared. Parents comment about the kindness and friendliness that the childminder demonstrates. The childminder regularly shares learning with parents. For example, sending home ideas and/or tips to help children reach the next stage in their learning. The childminder shares regular ongoing assessments with parents. For example, the developmental check between the ages of two and three years old.
- Children make good progress with their communication and language. The childminder supports younger children well. For example, modelling single

words. However, on occasions, older children are not always challenged, through effective questioning, to promote their critical thinking skills to the highest level.

- The childminder has a good knowledge of child development. She ensures she networks with other childminders to build on her skills and knowledge. The childminder is ambitious in her practice. She has developed a broad and balanced curriculum. Planned activities support children's interests and learning needs. Children receive encouragement to reflect on their work. For example, checking they have completed a task correctly before finishing. However, the childminder's teaching could be more sharply focussed during activities, to raise the quality of children's learning to the highest level.
- The childminder ensures children develop a love of stories and books. They visit libraries for story sessions and choose favourite books. The childminder uses a range of story sacks to engage children to retell familiar stories. She makes books based on children's interests and recent trips. For example, children sit quietly and look at photographs of siblings and friends. They comment on special events and family days out.
- Children learn about a range of cultures, through celebrations and festivals, that take place throughout the year. For example, St David's Day, Chinese New Year and Diwali. Children have good opportunities to learn about similarities and differences that exist between themselves and others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of how to keep children safe from harm. She knows what to do if she has a concern about a child. The childminder ensures she keeps her safeguarding training up to date. She networks with other childminders to further extend her knowledge. For example, she knows about the 'Prevent' duty and extremist views. The childminder knows the correct procedure to follow should an allegation occur against her or a member of her household. Regular risk assessments and daily checks take place to make sure children play in a safe environment.

What does the setting need to do to improve?

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

- challenge older children to develop their communication and critical-thinking skills even further by promoting the use of effective questioning to encourage children to describe, share thoughts, and give explanations
- use every opportunity to build on children's learning, by implementing the curriculum intent consistently for all children, to raise the quality of education even further.

Setting details

Unique reference number	EY380914
Local authority	Gloucestershire
Inspection number	10263492
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 May 2017

Information about this early years setting

The childminder registered in 2008. She lives on the outskirts of Gloucester. The Childminder works Monday to Thursday, all year round, from 8.30am to 4pm on Mondays, 8.15am to 4.30pm on Tuesdays and Thursdays, and 8.30am to 4.30pm on Wednesdays. The childminder receives funding for the provision of early education for children aged two-, three- and four-years-old. The childminder holds a relevant early year's qualification at level 3.

Information about this inspection

Inspector

Gwyneth Keen

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 provision.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what she wants children to learn and how she will do this.
- The childminder and inspector carried out a joint observation of a child at play.
- The inspector observed the quality of education during activities indoors, outdoors, and assessed the impact this has on children's learning.
- The inspector read correspondence from parents during the inspection 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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