

Childminder report

Inspection date: 11 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are very calm and secure. They snuggle into the childminder, enjoying her company. Babies and toddlers settle quickly as the childminder follows their routine from home. Older children excitedly choose their favourite toys. They become deeply involved in playing. For example, older children explore balls and tubes. They are fascinated as they post the ball through the tube. Babies enjoy a cuddle as they have their morning feed. Children feel safe and know what is expected. The childminder sets clear and consistent expectations. Children follow the routine well. For example, they all willingly tidy up the toys before snack time.

Children make good progress in all areas of the learning. The childminder plans activities to help children learn across all areas of the early years curriculum. She uses her expertise and knowledge to observe and assess the children. For example, three-year-olds know colours and numbers well. They look through books the childminder has provided and identify numbers one to seven confidently. The childminder supports them to count and identify the numbers up to 10. The children are delighted when they have a go at this independently. Babies are learning to walk. The childminder encourages them to walk towards her. She uses lots of praise as they take lots of successful steps.

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

- Children develop a good understanding of numbers, colours and shapes. The childminder uses a range of toys to support this learning. Children enjoy exploring shapes with the shape sorter. Older children label the shapes and describe them as they hold them. Babies try hard to fit the shapes into the sorter, practising their hand-to-eye coordination. Older children count each shape and find a corresponding number symbol on a chart nearby.
- The childminder uses books and stories to teach children new words. Older children enjoy sharing a letter and object book with her. They label the letters they know. The childminder skilfully supports them to have a go at remembering the ones they are unsure of. However, she does not include the babies, who also want to look at the books, and they grab the pages, distracting the older children from the activity.
- Older children enjoy practising making marks. They independently select pens and pencils to make marks, and talk about the vehicle pictures on the paper. The childminder does not extend the children's knowledge of vehicles. She focuses on the colours instead and asks questions such as, 'What colour have you used?' and, 'How many cars are there?'. The children miss the opportunity to recall what they know about vehicles and to think of ideas for themselves.
- Children develop healthy habits through familiar routines. They wash their hands before and after meals, eat healthy snacks and drink plenty of water. Children

get lots of fresh air and exercise. They walk to the school through a park twice a day. Children love to watch the birds and listen to them sing. They learn about the seasons on the walk. The childminder helps children to notice the signs of change in each season.

- Children are calm and polite. The childminder kindly teaches them to consider the needs of each other. This means older children play well together. The childminder is attentive and caring in meeting the needs of the babies. She models kind and thoughtful behaviour well.
- The childminder has strong partnerships with parents. She shares each child's day and learning at hand over. Parents value the feedback and appreciate the next steps she shares with them for their child. Many parents describe the childminder as their extended family. They find her very supportive with their parenting.
- The childminder attends regular online training to improve her knowledge. She uses this to develop her practice and ensure better outcomes for children. The childminder has a close working partnership with the local school. She drops off and picks up siblings from there. The childminder shares children's development and next steps when they transition to school. This supports with a smooth transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding children. She understands her duty to protect children from harm. The childminder is knowledgeable about the different categories of abuse. She knows how to identify potential signs of harm. The childminder has a robust procedure for recording and reporting any potential concerns. She has a good understanding of safe internet use and helps the children to understand internet safety. The childminder carries out rigorous risk assessments. She uses these to help her identify hazards that may harm the children, and takes swift action to remove these hazards.

What does the setting need to do to improve?

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

- plan activities to include the younger and less-able children, in order to meet their interests and further support their learning
- extend older children's learning to help them learn to solve problems independently.

Setting details

Unique reference number	EY389108
Local authority	Gloucestershire
Inspection number	10235283
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	22 February 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Huntley area of Gloucester. She operates from 8am to 5.30pm, Monday to Friday, all year round. The childminder receives government early years funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sian Bath

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 setting.
- The childminder showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development and her curriculum intentions.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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