

Childminder report

Inspection date: 28 February 2020

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

The childminder provides a homely environment which parents describe as 'warm' and 'welcoming'. Effective settling-in procedures are in place and the childminder gets to know the children well. She obtains educational starting points from parents before children begin, to guide initial planning, and can confidently talk about children's capabilities. Children form secure attachments with the childminder and are settled, happy and safe. Older children confidently express their needs and wants and younger children have their care needs and routines met well. For example, the childminder is quick to recognise when they are getting tired and quickly prepares them for sleep.

The childminder has high expectations for children's behaviour and is a positive role model. She is quick to remind children of her expectations when they forget, such as reminding them to say 'please' and 'thank you'. Children behave well. They play alongside each other nicely and learn to share and take turns. Older children are kind, caring and considerate towards others. For example, they say 'let me show you' as they demonstrate to younger children how to hold the stick to beat the drum. When younger children become slightly unsettled at the table, older children recognise they might be thirsty and provide them with their drinking bottle to comfort them.

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

- The childminder has established strong and highly effective partnerships with parents. She informs parents about the care their children receive through daily verbal discussion. Parents are kept updated on their child's learning through regular observations, photographs and assessments, which the childminder shares through an online system. In addition, she supports parents to continue the learning at home through sharing ideas and resources. Parents are highly complimentary of the childminder and describe her as 'wonderful'. They comment she is 'professional' and 'always willing to go the extra mile'.
- Overall, the childminder supports children well to develop their own independence and self-care skills. Children freely access a wide range of toys and books and take a lead in their play. Young children feed themselves, and older children confidently attend to and manage their own personal needs, such as toileting or washing and drying their own hands. However, at times, the childminder is overly attentive and completes tasks for children, without giving them the opportunity to try to do things for themselves first. For instance, children are not encouraged to put on or take off their own apron before and after a painting activity, or encouraged to peel their own fruit at snack time. This prevents children from developing their independence to the highest level.
- The childminder plans frequent trips and outings to introduce children to the

wider community. Children attend soft-play centres and toddler groups, and visit the local library and parks. The childminder recognises that these experiences help build children's confidence and further develop their social skills to prepare them for their next stage in learning, and school.

- The childminder is passionate about providing high-quality care and regularly evaluates her practice. She places a strong focus on her professional development to drive improvement. She takes part in regular early years webinars, and networks with local childminders to share ideas and good practice. She also keeps up to date with all mandatory training, such as safeguarding and paediatric first aid.
- The childminder supports children's speech and language effectively and promotes early literacy skills well. She engages children in regular conversation, speaks clearly and models language appropriately. For example, when younger children pick up the red paintbrush to make marks, she acknowledges they are using 'red paint'. Children hear correct language from an early age. Older children use a wide range of vocabulary and are confident talkers. They can correctly identify and sound out the letters in their name, and are beginning to form recognisable letters as they prepare for their move on to school.
- The childminder uses accurate assessments of what children know and can do to help her plan enjoyable and interesting activities to support children's next steps in learning. She works closely with other professional agencies to quickly minimise any gaps in children's development. Overall, children make good progress. However, occasionally, the childminder does not make the most of opportunities when interacting with children to fully challenge and extend their learning, to ensure they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibility to safeguard children. She is able to identify signs and symptoms that may indicate that a child is at risk of harm, including wider safeguarding concerns, such as the 'Prevent' duty. She knows where to go and who to contact should she have any concerns and has contact numbers readily available. Daily checks are carried out before children arrive and the provision is kept clean and tidy. Children learn how to keep themselves safe. They regularly practise fire drills with the childminder so they know what to do in an emergency situation. Children are kept safe.

What does the setting need to do to improve?

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

- improve opportunities for children to complete tasks they are capable of doing by themselves to help them gain even more independence

- strengthen interactions to consistently extend and build on what children already know and can do to raise the quality of teaching to the highest levels.

Setting details

Unique reference number	EY396798
Local authority	Gloucestershire
Inspection number	10125683
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 September 2014

Information about this early years setting

The childminder registered in 2009. She lives in the Uckington area of Cheltenham and works Monday to Friday all year round from 7.30am to 6pm. She offers overnight care on request. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Becky Mulcahy

Inspection activities

- Suitability documentation for both the childminder and household members was checked, along with first-aid certificates.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector took into account parent views through written feedback and testimonials.
- The inspector viewed areas of the home used for childminding and observed children at play with the childminder.
- Children's learning and development records were sampled, and the inspector tracked the progress of individual children at the provision.

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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