

Childminder report

Inspection date: 21 February 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy the time that they spend in the childminder's care. Her home is warm and welcoming. The childminder knows children and their families well, which fosters strong and positive relationships. With her very caring and calm nature, she meets the emotional needs of the children, offering reassurance whenever necessary. She frequently gives cuddles, which helps build strong bonds between her and the children. Children feel happy and settled under her care.

The childminder designs her curriculum to offer learning opportunities in both indoor and outdoor environments. She follows the interests of the children and recognises their preferred ways of learning. Young children, who typically enjoy activities such as running and climbing, have chances to engage in physical activities in both environments. The childminder skilfully employs equipment to enable the children to explore and practise various movements. For instance, she adapts a wooden board into an indoor slide, enabling children to safely climb on and slide down onto the carpet. Children make good progress as the childminder takes into account what they need to learn next.

The childminder has high expectations for all children. Children behave well and follow the childminder's prompts and instructions. They confidently move around the homely environment and choose from a variety of resources.

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

- The childminder places great emphasis on supporting children's language and communication skills. She speaks to children at their level, making clear eye contact. By modelling language well and clearly repeating words, she helps children pronounce them correctly. She listens to younger children's first attempts at speech and teaches them basic words. Additionally, the childminder teaches new vocabulary during playtime activities. For instance, she introduces the word 'scoop' while they play with toy ice cream, linking it to her favourite flavour.
- Children are developing good levels of self-care skills. The childminder encourages them to undertake various tasks independently, such as putting on their own coats and shoes, tidying up after playing, and making their own decisions during playtime. She also encourages them to feed themselves from an early age and to drink without spilling, thereby enhancing their self-reliance. The childminder ensures that the children follow good hygiene routines by washing and drying their own hands. This approach builds children's confidence and promotes a sense of responsibility.
- Children benefit from valuable learning experiences across the different areas of learning. The childminder promotes a love of reading by enabling children to

explore a wide range of books. Children also enjoy acting out play scenarios with small-world models on offer. Additionally, the childminder sings, prompting young children to move rhythmically. Children participate in activities that promote small-hand movements, such as threading or peeling stickers. They also develop their creativity by crafting. However, the childminder does not always enhance children's early mathematical skills, suitable for their age, such as incorporating numbers into play and through daily interactions.

- The childminder actively ensures a safe and secure play environment for children. She constantly assesses risks for activities and resources. The childminder enables children to experience appropriate risks during their play and supports them in developing an understanding of what is right and wrong.
- Parents are very happy with the service the childminder provides and praise her. They feel that their children are thriving in her care and that she keeps their children safe. The childminder has regular conversations about children's progress. Parents appreciate the daily photos she shares, showing their children engaged in activities.
- The childminder organises daily outings to local points of interest. Children have fun visiting the local school's play area and release their energy in local parks while learning about nature by exploring natural spaces. They also learn to care for animals when they visit and feed the ducks. Additionally, the childminder takes the children to a playgroup along with other childminders, which helps children meet other peers and enhances their social skills.
- The childminder connects with other childminders to support her knowledge and skills. She also completes a range of training, which enriches her practice and impacts the children in her care.

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:

- use every opportunity to further enhance children's early mathematical skills, tailored to their age.

Setting details

Unique reference number	EY404115
Local authority	Gloucestershire
Inspection number	10312075
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 1
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 2009 and lives in Tewkesbury, Gloucestershire. The childminder operates all year round, from 8.15am to 4.45pm on Tuesday and Wednesday, except for family holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Stella Orfanidou

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 and the inspector discussed how the childminder organises their early year provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024