

Childminder report

Inspection date: 3 May 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder and her team of assistants work well together and provide a calm, homely and attentive environment. Children are well cared for in a supportive and affectionate way, which helps them feel safe and secure. The childminder and her assistants know the children well. They provide consistent care and form warm relationships with very young children and respond sensitively to their changing needs and preferences.

The curriculum has a strong focus on communication and language. Children enjoy looking at books independently. They listen to the story 'The Very Hungry Caterpillar' and take it in turns to pretend to feed the cardboard caterpillar. They use the song sack to choose and sing familiar rhymes. The childminder and her assistants offer a range of experiences and opportunities for young children to develop their speech and language skills. They encourage children to talk as they play, modelling new words for them to learn. Children know 'grasshopper', 'spider' and 'ladybird' as they explore the topic of bugs. Children who need extra help with their language are identified and well supported. The childminder and her assistants use mathematical language throughout the day as children play. Children confidently count how many children are present. They know that the letter 'o' is like a circle, the sun and a hoop.

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

- Children are friendly and confident with visitors and engage them well in their play and conversations. They are keen to tell and show what they know and can do. They hold felt-tip pens well as they write some letters in their name and enthusiastically say what sounds the letters make. Children show kindness and respect, asking others to join in their games and holding hands with their friends.
- The childminder is a strong leader. She models and coaches the practice she wants her assistants to achieve. The childminder supports her assistants to reflect on their practice to increase their understanding of children's learning and development. She involves them in planning and developing continuing improvements. She seeks and values their ideas.
- Many activities and resources are open ended. Children explore and make discoveries through their own child-led learning. The sensory bug tray enables children to use scoops and magnifying glasses to enhance their motor skills. Children learn how to use tools and watch as the childminder and her assistants intervene to move their learning forward. However, on some occasions, interruptions from children mean that the most able children are not challenged sufficiently to extend their learning.
- There is a positive attitude to healthy lifestyles. The childminder and her

assistants attend to children's need for sleep, healthy and nutritious food and active play. Children are learning the skills of personal hygiene and self-care. Children know where to find their drinking water and to wash their hands before snack and lunch.

- The childminder and her assistants regularly monitor children's progress, which means that they have a good understanding of children's knowledge and abilities. They use what they know to create enjoyable learning activities that link to developing children's skills and next steps in learning. This engages children and they concentrate for long periods during activities. For example, children dig in the soil to search for worms and look underneath pots for bugs. They share their findings. This also helps children to learn more about the world around them.
- Partnerships with parents and others are effective. Parents feel well informed about their children's progress and development, and the regular online and face-to-face communication is valued. Parents say that the childminder and her assistants are approachable and go above and beyond. The childminder regularly informs staff at other settings children attend of their learning and progress.

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:

- ensure that the most able children receive consistent challenges in their learning.

Setting details

Unique reference number	EY407618
Local authority	Gloucestershire
Inspection number	10269475
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 4
Total number of places	12
Number of children on roll	31
Date of previous inspection	1 June 2018

Information about this early years setting

The childminder registered in October 2010 and lives in Sandhurst, Gloucestershire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and a week at Christmas. The childminder always works with assistants. She holds an appropriate childcare qualification at level 4, and the childminder's assistants hold qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Cook

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 spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children played and spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder's assistants spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder, the assistants and the children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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