

Childminder report

Inspection date: 31 October 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

At the start of the day, children come in eager and ready to learn. They happily say 'goodbye' to parents, keen to see their friends and play with the toys. Older children play together, seeing who can kick the ball the farthest. Younger children head straight for the tepee and baby dolls. They find their favourite doll and cuddle it. Babies smile at the childminder and get excited when she gives them blocks to fit into a wooden tray that they can knock over and rebuild.

Children's behaviour is exceptional. All children show amazing respect for others. Older children are gentle with younger ones. They make sure they do not bump into them as they ride tricycles and push toy buggies with baby dolls fast across the grass.

This inspiring childminder engages, motivates and encourages children's love of learning superbly. She links outings to plans in the home that extend children's ideas and communication. A recent visit to see a fire engine sparks children's imaginations. Children create stories as they play with model fire engines and firefighters. The childminder introduces new words as children listen avidly to a story about firefighters putting out a fire. She makes links for the children. In the story, the characters leave the building when the fire alarm rings, and children recall doing fire drills in the setting.

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

- The childminder forms strong bonds with children and families. She sends photos to parents during the day to show them what children do and achieve. She works in partnership with other settings and schools to make sure children receive support and are ready for moving on. She provides advice and suggestions for parents when children are learning new skills or need extra help. Children receive highly consistent support and make fantastic progress.
- All children, including babies, focus well and maintain attention. The childminder makes sure she listens and reacts quickly when children need help. She constantly praises what they do well and encourages them to manage things for themselves. Older children get tissues without prompting when they have runny noses. They proudly tell the childminder they remembered to wash their hands after using the bathroom. Younger children attempt to put on and take off boots. They receive encouraging smiles and 'well done' from the childminder and their friends.
- The childminder plans activities superbly to meet all children's needs. She has set up a tray with conkers, pine cones and leaves that the children collected on a recent walk. For older children to develop mathematics and physical skills, she has added string to a card with dots and numbers. Children concentrate on

threading the string through the hole in the conkers. The childminder praises them as they keep on trying. She models counting the dots and asks them to point out the number on the card. Children then count the conkers they have already put on the string. The childminder encourages the children to tell her how many more conkers they need. Children work out that they need two more to get to eight to match the number on the card. Younger children try using tweezers to pick up the pine cones and conkers. The childminder models how to use the tweezers when they struggle.

- Children know and understand the daily routines. They all help to put toys away when it is snack or lunchtime. They know to wash hands before eating. Older children recall that this is to get the dirt off as they have been playing outdoors. The childminder encourages children to peel bananas, pour their own drinks and use spoons for yoghurts. She talks with the children about healthy food choices and how the food provides energy for them. Children are developing good self-care skills and an understanding about healthy food choices.
- The childminder plans exciting outings for children. They meet up with other children and childminders to go to the nearby forest. They learn about the different plants and animals living there and how to use different tools. Other outings build on children's interests, such as walking over the railway bridge to watch the trains. A favourite outing is to the city farm. Children eagerly talk about feeding the chickens and the noises the pigs make. The childminder laminates photos of the different outings and puts these with the books children use in the setting. Children often pick out the photos and recall what they did or ask to go again. Children develop wider interests and are involved in plans for their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant about keeping children safe. She keeps her knowledge and understanding about safeguarding up to date through regular training. She has an excellent understanding of the potential signs and symptoms that may mean a child is at risk of harm. She knows how to record and refer any concerns about the welfare of children. The childminder teaches children how to stay safe too. They replay road safety rules in the setting from recent outings. Children know that they need to stop, look and listen when crossing roads.

Setting details

Unique reference number	EY407662
Local authority	Gloucestershire
Inspection number	10235395
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 5
Total number of places	4
Number of children on roll	9
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2010. She is located in Cheltenham, Gloucestershire. The childminder provides care from 8am to 5.30pm, Monday to Thursday, all year round. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Anita McKelvey

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 years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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