

Childminder report

Inspection date: 14 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They respond positively to the childminder's friendly and reassuring approach. Children display a 'can-do' attitude and keep trying until they succeed. For example, when building a tower which falls down, the childminder suggests that children try again. Children carefully place blocks one on top of another. The childminder supports children's early mathematical skills. She points to the blocks and encourages them to count with her. Together, they say 'one, two, three'. Children continue counting the blocks in their tower and celebrate reaching the number 10.

The childminder works alongside her co-childminder to plan a broad curriculum which supports children's progress across all areas of learning. She helps children to prepare for the next stage of their learning, such as the move on to school, because she places a strong focus on supporting them to be independent and confident individuals. The childminder and her co-childminder take children to visit places of interest in their community, such as the soft-play centre, museum and farm park. This helps children to gain confidence in different social situations and form friendships with a wider group of children. Children benefit from daily opportunities for outdoor play. The childminder offers children encouragement and praise as they independently put on their coats and shoes.

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

- The childminder knows the children in her care well. She has a good knowledge of what they do well and identifies areas in need of further support. However, the planned next steps for children's learning are, at times, too broad and do not clearly identify what the childminder wants children to learn. This means that teaching is not as sharply focused as it could be, to support children to make the highest levels of progress.
- Overall, the childminder promotes children's communication and language skills well. She provides them with daily opportunities to engage in small-group activities, such as story time, to promote their understanding and develop children's growing vocabulary. However, the youngest children become distracted and do not receive the same purposeful interactions as their peers. This is because the childminder does not fully consider the age range of children taking part to ensure that the activity is developmentally appropriate and meets their individual needs.
- The childminder swiftly recognises when children are not making expected levels of progress. She works in partnership with parents and other professionals, such as speech and language therapists, to support children's communication skills. The childminder incorporates simple sign language alongside keywords to give children further ways to express themselves.

- Children benefit from consistent daily routines which help them to manage their expectations of what happens now and what comes next. The childminder and her co-childminder organise themselves effectively to ensure that children receive a good balance of group activities and one-to-one interaction. For example, while her co-childminder supports children's care practice, the childminder sits alongside children to engage in their chosen play. Children use their imagination as they pretend to scan items on the till. The childminder's interactions are very good. She hands them pretend fruit and vegetables and encourages them to use good manners, such as by gently reminding them to say 'please' and 'thank you'.
- The childminder works alongside her co-childminder to evaluate the service they provide for children and their families. They meet on a weekly basis to discuss what they do well and areas they need to develop. The childminder is reflective and displays a positive approach to her professional development. She has plans to attend training to further her knowledge and skills of working with children with special educational needs and/or disabilities.
- Partnerships with parents are good. The childminder shares information with parents in a variety of ways. She seeks their views through the use of written questionnaires, which the childminder and her co-childminder use as an evaluation tool to identify areas for improvement. Parents' feedback is positive. They say that they have never had any concerns and feel completely relaxed knowing their children are happy in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date by attending regular child protection training. She is aware of the signs and symptoms that would cause her concern and has a strong knowledge of the procedures to follow to protect children from harm. This includes what to do in the event of a concern about her co-childminder or a household member. The childminder carries out risk assessments of the premises and areas in the community that they regularly visit. This helps to identify and reduce potential hazards and helps to keep children as safe as possible during their time with the childminder.

What does the setting need to do to improve?

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

- refine children's next steps to ensure that they are precise and clearly identify what children need to learn next, to fully support children to make the highest levels of progress
- consider children's age and state of development when planning group activities, to ensure that the youngest children are as actively engaged in their learning as

their older peers.

Setting details

Unique reference number	EY423639
Local authority	Gloucestershire
Inspection number	10317433
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 9
Total number of places	18
Number of children on roll	10
Date of previous inspection	30 May 2018

Information about this early years setting

The childminder registered in 2011. She operates from her co-childminder's home in the Hatherley area of Cheltenham, Gloucestershire. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Holly Smith

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and her co-childminder discussed with the inspector how they organise their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector carried out a joint observation of a planned learning activity.
- The inspector considered the views of parents through written documentation.
- 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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