

Childminder report

Inspection date:

9 November 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children snuggle in for regular cuddles and respond well to the childminder's warmth and kindness. Children receive regular praise and encouragement. This builds on their self-confidence and develops secure emotional well-being. Children invite the childminder to join in their play. For example, they offer her the telephone to, 'talk to mummy.' She pretends to talk, and children giggle. The telephone is passed back and forth. The childminder models each interaction well. She alters her tone and uses facial expressions to convey meaning. Children laugh and copy what she does. Children learn to take turns, wait and engage in pretend play.

Children learn from a young age about road safety and how to keep themselves safe. For example, when walking along the pavement they hold hands. They walk sensibly, listening to the childminder's instructions. Children know what to do when crossing a road. They eagerly tell the inspector they must, 'stop, look both ways, and listen' before crossing. During the walk, children comment on what they see. They talk about the colour of the doors they pass. They look in shop windows, commenting on soldiers' uniforms and the poppies on display. Upon return the children manage their emerging independence skills well, taking off wellies and coats.

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

- Children behave very well. The childminder teaches children to share from a young age. She models positive interactions during play. She offers plenty of praise and encouragement when they do this independently. Children understand the importance of tidying up after themselves. They help to put the toys away when asked.
- The childminder plans a broad curriculum which focuses on what children know and enjoy. However, the childminder is yet to fully develop the curriculum to support children's understanding and appreciation of similarities and differences among themselves and others in the wider world.
- The childminder uses her knowledge of child development to establish next steps for children's learning. She can confidently explain what children know, what they need to learn and how she will do this. She makes accurate observations of children at play. She ensures any assessments are shared with parents.
- Children have access to a language rich-environment. They enjoy singing well-known nursery rhymes. The childminder models language effectively to extend language further. However, on occasions, she asks too many closed questions in rapid succession. This means children do not always have time to process their thoughts or explore their own ideas.

- The childminder is reflective on how she can improve her practice. She networks with other childminders. She refreshes her knowledge through online training and support groups. She responds well to any guidance given by her local authority adviser.
- Children have plenty of opportunity to develop their physical skills. They have regular access to fresh air and exercise. They visit local toddler groups, go on daily walks and learn to move with confidence and in a variety of ways. For example, dancing with scarves. They twist, turn, jump and balance the scarves on their head.
- The childminder supports children's early mathematical skills well. Children use a variety of language to describe the weight or height of an object. For example, commenting when an item is, 'heavy' or, 'really long'. Children enjoy matching shapes and comment if they are, 'the same' or 'different'.
- The childminder encourages children to consider healthy practices. They discuss what is in their lunchbox and talk about it being healthy. They are encouraged to drink water regularly. They know they must wash their hands before eating.
- The childminder builds successful relationships with parents. She gathers useful information when children start. Regular meetings ensure parents know what children are learning and what they need to learn. Parents comment on how happy they are with the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

Children are very well supervised. Regular risk assessments are undertaken to keep children safe. The childminder can identify the signs and symptoms of abuse. She knows what to do should she have any concerns. The childminder can answer questions on a variety of scenarios. She demonstrates her understanding of how she keeps children safe. The childminder knows who to contact should an allegation be made against her. She ensures her training is up to date and is also aware of any changes in legislation. Children develop an excellent understanding of road safety. They are encouraged to manage risks and learn how to keep themselves safe.

What does the setting need to do to improve?

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

- support children to develop a deeper understanding of their uniqueness and fully promote their appreciation of the similarities and differences between themselves and others
- challenge children to develop their communication and critical-thinking skills even further by promoting the use of effective questioning to encourage children to describe, share thoughts and give explanations.

Setting details

Unique reference number	EY427207
Local authority	Gloucestershire
Inspection number	10235546
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 November 2016

Information about this early years setting

The childminder registered in 2011. She lives in Berkeley, Gloucestershire. She operates from 8am until 4pm on weekdays, all year round, with the exception of a week at Christmas and her annual summer holiday. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

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 provision.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what she wants children to learn and how she will do this.
- The childminder and inspector carried out a joint observation of a child at play.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector read correspondence from parents during the inspection and took account of their views.

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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