

Childminder report

Inspection date:

16 December 2022

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

What is it like to attend this early years setting?

The provision is good

Children are content and clearly feel at home in the childminder's care. They confidently explore the environment and the activities on offer. Children benefit from a carefully planned curriculum that prepares them for their future learning and their eventual move on to school. Communication and language are at the centre of the curriculum. Children are supported to use their home languages alongside English during their play. The childminder introduces new and unfamiliar words to support children's growing vocabulary. For example, as they take part in Christmas activities, she introduces words such as 'tinsel' and 'decoration'. Children display their creativity as they decorate their own miniature Christmas tree. They think carefully as they hang and balance decorations on the tree's branches. Children are proud of their achievements. When they have finished, they place it inside a paper bag to take home and show their family.

Children develop their social skills, as they are invited to take part in a number of group activities throughout the day. For example, they enthusiastically explore a sensory tray set up with play dough and small-world figures, such as trees and people. Children generally behave well. They are beginning to learn to share with their peers and take turns with some resources. The childminder supports children's mathematical skills when she asks them to count out how many pieces of dough they need to have one piece each.

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

- The childminder gathers important information from parents about children's interests, as well as what they already know and can do, when they first begin to attend. From these starting points, the childminder plans activities to support children's development across all areas of learning. The childminder has a good understanding of how children learn. She focuses on building children's skills so they can acquire knowledge for themselves. Children make good progress.
- The childminder thinks carefully about the activities she provides for children. They are purposeful and appropriate for the children's ages and stages of development. However, the childminder does not always organise adult-led activities effectively. This means that, on occasion, children's learning is not always supported and enhanced by the childminder because she is managing other tasks. For example, the childminder's interactions with children are interrupted, as she stops to tidy away the cups and plates from snack.
- The childminder is a good role model. She speaks gently to children and reminds them to be considerate of their peers' feelings. When minor disagreements between children take place, she redirects them to other resources. However, at times, some children stamp their feet and make loud noises in frustration. The childminder does not use these everyday opportunities to fully support children

to discuss their feelings and regulate their behaviour.

- Children develop a good understanding of the importance of a healthy lifestyle. They learn to follow important hygiene routines, such as washing their hands when they arrive at the setting and before mealtimes. Children help to prepare their own orange juice at snack time. They display high levels of determination and build the strength in their hands and arms as they squeeze juice from the orange segments using a manual juicer.
- The childminder supports children's early literacy development effectively. Children enjoy reading books and recalling stories. They remember past learning experiences well. Children sit together to watch short animations, explaining to visitors what is happening in an animation with no words. They recall the sequence of the story and predict what happens next.
- Partnerships with parents are good. The childminder speaks to parents at the beginning and end of each day. She also shares information and photos about children's learning via a messaging app. Parents speak positively of the childminder and the care she provides. They state that she is 'professional yet friendly, educational and supportive' and comment that their children are excited to spend time with her.
- The childminder attends online training to improve her knowledge and skills. She recently attended training around the use of stories and children's early literacy development to enhance her already good practice. The childminder evaluates her practice to identify areas for further development. She has plans to provide parents with even more information about children's time at the setting through an online learning record.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has a good awareness of the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder knows how to record these concerns and understands what she needs to do to report any concerns to the relevant agency. She knows what to do in the event of an allegation being made against her or an assistant. The childminder completes daily checks on her home and garden to make sure that it is secure and safe for children to play.

What does the setting need to do to improve?

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

- strengthen the organisation of adult-led activities to fully support and enhance children's learning
- build on the behaviour management strategies in place to further support children to discuss their feelings and regulate their behaviour.

Setting details

Unique reference number	EY427843
Local authority	Gloucestershire
Inspection number	10235549
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 February 2017

Information about this early years setting

The childminder registered in 2011. She operates from her home in Cheltenham, Gloucestershire and offers care Monday to Friday, from 7am to 4pm. She works with an assistant when required. The setting receives funding to provide free early education to children aged two, three and four years.

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 her evaluation of the provision.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed children's progress with the childminder.
- The inspector viewed a sample of documentation, including evidence of suitability and the childminder's paediatric first-aid certificate.
- The inspector considered the views of parents shared as written testimonials.

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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