

Childminder report

Inspection date: 17 October 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's care, and they benefit from a welcoming and well-organised learning environment. They freely access a wide range of resources which support their interests and extend their learning. Older children are confident communicators and are keen to share their own imaginative stories with visitors. They are articulate and speak convincingly about 'a very noisy dragon who visited them last night'. Children demonstrate an early awareness of size as they describe the dragon as 'so big, so big it was up to the moon!'. Children develop small-muscle skills in their hands in preparation for early writing. They match and name colours, as they carefully thread coloured buttons onto string. Older children are considerate to their younger peers. They watch to see what colour buttons younger children use and make sure they do not interrupt their play by using the same colour.

Children's behaviour is very good. They understand the childminder's expectations. Children are polite and use good manners. They learn to respect each other and the toys and resources in the environment. Children understand that they have to tidy away when they finish playing, before getting further resources out.

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

- The childminder and her assistant work well together. They get to know children well. Together they use their observations and conversations with parents to identify what areas of learning children need to focus on next. The childminder uses spontaneous opportunities during children's play to support them to meet their next steps in learning.
- The childminder consistently models new vocabulary to support children's early speech. She introduces the names of dinosaurs and discusses their individual features. For example, the childminder explains that 'the stegosaurus has spikes on its tail'.
- The childminder provides children with opportunities to practise their writing skills and specifically their name, in preparation for school. Older children show an excellent understanding of letters and sounds and accurately sound out the letters of their name. Although the childminder encourages younger children to join in with this activity, she does not always consider how she can adapt the activity to better support their stage of development.
- The childminder supports parents to continue children's learning at home. Children are invited to choose a book from the setting to take home each week, to share with their family. This supports children's literacy skills and helps them develop a love of books.
- The childminder encourages children to do things for themselves and gives them small tasks to facilitate their sense of responsibility. For example, children help the childminder to wipe the table down before lunch time. Children develop

independence from a young age.

- The childminder is reflective and evaluates her practice and provision well. She identifies her strengths and areas for development. For example, she discusses plans to enhance the outdoor area to improve outcomes for children.
- Parent feedback of the childminder, her assistant and the setting is highly positive. They appreciate the range of information shared with them about their children's interests, learning needs and behaviour. Parents attribute the high levels of progress children make in their development to her teaching. Parents comment on how their children enjoy the wide variety of activities, such as trips out to feed the ducks.
- The childminder makes good use of professional-development opportunities. She monitors online training available and prioritises certain subjects that she feels will be beneficial in helping her support the children currently in her care. For example, she recently attended training around children's eating habits after recognising some children were particularly slow eaters.
- The childminder introduces children to different seasonal celebrations. They collect pumpkins for Halloween and plan glitter arts and craft activities in celebration of Bonfire Night. However, the childminder is yet to fully develop the curriculum to support children's understanding and appreciation of similarities and differences between themselves and others in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibility to keep children safe. The childminder ensures that the front door to the premises remains locked, to prevent unauthorised visitors from gaining access. She teaches children to take responsibility for their safety from a young age. For example, the childminder explains that when walking to and from school, young children must hold onto her hand and older children know that they must never run. The childminder and her assistant have a good knowledge and understanding of the indicators of potential abuse, including the signs a child may display if subject to extreme or radical views. They know the correct procedures to follow to report a concern for a child's welfare.

What does the setting need to do to improve?

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

- further consider how learning activities can be adapted to better support the youngest children in their stage of development
- enhance the curriculum to support children to gain an even better understanding and appreciation of diversity in the wider world.

Setting details

Unique reference number	EY428801
Local authority	Gloucestershire
Inspection number	10235553
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 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 October 2016

Information about this early years setting

The childminder registered in 2011. She lives in Abbeydale, Gloucester. The childminder's core hours of work are Monday to Thursday, from 7.30am to 5.30pm. She works with an assistant when numbers require. The childminder is registered to provide funded early education for 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 this into account in her evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder and her assistant discussed children's progress with the inspector.
- The inspector looked at required documentation, including evidence of suitability.
- The inspector took account of the views of parents through 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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