

Childminder report

Inspection date:

19 April 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children feel at home in the childminder's care. They are familiar with the after-school routine and learn how to keep themselves safe when walking from school to the childminder's home. When they arrive, children excitedly greet members of the childminder's family. They follow good hygiene routines and line up to wash their hands at the sink before sitting at the table for snack. Children are polite and behave well. They talk enthusiastically to their friends about their day at school as the childminder prepares their choice of drink. Children develop a sense of responsibility and offer to help the childminder. They carefully carry the drinks to the table and place them in front of their friends.

Children display good levels of concentration as they create bracelets from small, coloured elastic bands. The childminder patiently explains to children what they need to do, step by step, so it does not fall apart. They persevere with the activity, watching others and paying attention to what they are doing. Children enjoy fresh air and exercise as they play outside in the childminder's garden. They display upper body strength. Children grip onto hanging gymnastics rings and swing back and forth. They respond well to the childminder's encouragement and carefully rotate their bodies to do a somersault.

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

- The childminder gets to know children and their families well. She provides a broad range of resources inspired by children's interests. Children choose where they would like to play. The childminder is quick to recognise when children are not feeling themselves. She is calm and patient, and supports children to talk about their feelings. The childminder asks children's permission to give them a hug before she embraces them. Children soon feel better and continue with their play.
- The childminder forms effective partnerships with the local school and playgroup. When collecting children, she speaks to teachers to find out about their time at school. The childminder passes this information on to parents at collection time to ensure they are kept well informed about their children's experiences.
- The childminder understands the importance of regular self-evaluation. She reflects on her setting to highlight strengths in practice, as well as areas for continued development. The childminder explains how she intends to continue with her professional development and access training opportunities to support her practice as a childminder.
- The childminder seeks the views of parents and children when evaluating the service she provides. She asks questions to gather their feedback on all areas of

her practice, such as the daily routine and children's relationship with her. Parents state that the childminder is 'approachable, reliable and friendly' and explain that she 'understands children completely'. The childminder supports children to share their views in an age-appropriate way. Children draw pictures of what they enjoy doing at the setting. They also share their feedback about the food and drink on offer.

- The childminder offers an inclusive service. She gathers a range of information about children's individual needs when they start at the setting and ensures she meets these. For example, the childminder adapts her menu and shopping lists to cater for children with allergies. She explains how she works with parents and shares information about the food they have eaten during their time at the setting.
- Children's behaviour is very good. There is a mutual respect between children and the childminder. Children know what the childminder expects from them and know the consequences if they do not follow the rules. For example, the childminder explains that children need to go steady on the grass because it has only recently dried. She explains that if they do not follow these instructions then they will not be able to play outside because there will be no grass left. Children understand the importance of this and follow the rules.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge and understanding of safeguarding practice. She regularly accesses a wide range of training to keep her knowledge up to date. The childminder identifies the indicators of abuse, including those that may present if a child is being exposed to extreme views. She knows the procedures to follow to report a concern about children's welfare. The childminder understands her responsibility to report a concern or in the event of an allegation being made against her or a household member. The childminder is vigilant and completes regular visual checks on the premises to minimise any potential hazards.

Setting details

Unique reference number	EY440954
Local authority	Gloucestershire
Inspection number	10280687
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	5 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	29 August 2017

Information about this early years setting

The childminder registered in 2012. She lives in the Forest of Dean, Gloucestershire. The childminder offers before- and after-school care, Monday to Friday, all year round. She offers care throughout the school holidays. The childminder is registered to provide overnight care if required.

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 setting.
- The inspector viewed the areas of the premises used for minding children.
- The inspector observed the childminder's interactions with children and monitored children's engagement in a range of play activities.
- The inspector considered the views of parents through written documentation.
- The inspector reviewed documentation including paediatric first-aid certificates.
- The childminder discussed with the inspector how she organises and evaluates the setting.

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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