

Childminder report

Inspection date: 17 May 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 are happy and settled. They develop warm and trusting relationships with the childminder and members of her family. Children are confident and enthusiastic learners. They independently access a wide range of resources to support their play. Children display concentration as they connect blocks together to build a 'castle'. Throughout the day, children continue to follow their own ideas and choose to create another 'castle' from soil. They use their hands to scoop the soil into the pot, before patting it down and flipping it over. Children are proud of their creation and confidently announce to visitors, 'Look at my castle.'

Children feel relaxed and secure in the childminder's care. They behave well and display good manners, often using sign language alongside the words 'please' and 'thank you'. Children develop early literacy skills as they sit on the childminder's lap and listen to familiar stories. They discuss the characters involved and share their own thoughts about the story. For example, children talk about where the character may be going and discuss with the childminder if this is a sensible idea. Younger children smile and laugh as the childminder sings rhymes aloud. They join in with the actions and fill in the words purposely left out by the childminder, such as 'one went pop, and the other went bang!'

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

- The childminder provides tailor-made settling-in sessions to meet the needs of children and their families. She gathers a wide range of information about children's interests, as well as information about what they already know and can do. She invites parents into her home to stay and play, until children become settled. This helps children to become familiar with their surroundings and promotes a positive relationship with the childminder from the start.
- The experienced childminder demonstrates an accurate understanding of how children learn. She creates a broad curriculum that supports children to build a depth of knowledge over time. The childminder provides a good balance of adult-led and child-initiated activities. This supports children's motivation to learn and also challenges the most able children. As a result, children make good progress across all areas of learning.
- Children benefit from opportunities to learn about the natural world. They plant and water seeds and watch them grow. Children develop their understanding of measurement as they observe the growth with a ruler.
- The childminder supports children's independence and gives them responsibility for completing small tasks, such as chopping fruit at snack time. She explains that they need to pay attention and look where they are cutting so they do not hurt themselves. This supports children's awareness of the ways to keep themselves safe.

- Children learn about good oral hygiene from an early age. After lunch, they have opportunities to brush their teeth with their own toothbrush and toothpaste provided by the childminder. She teaches children the correct way to brush their teeth and explains the importance of this.
- The childminder prepares children for the move to the next stage of learning, such as school. She plans learning activities, such as cutting and sticking, to support children's hand strength in preparation for early writing. However, the childminder is yet to develop links with local schools to further support children's transition to school and help them to settle quickly.
- The childminder promotes children's understanding of diversity in the world around them. She values each child's uniqueness and supports them to share information about their families' cultures and customs. For example, children share key words in languages that they speak with some family members.
- The childminder establishes positive partnerships with parents, who express how grateful they are for the care their children receive. Parents state that they value the 'warm, welcoming, family environment' and 'could not be happier'. The childminder regularly shares information and photos with parents, which helps them to understand what their children are learning during their time with her. However, she has not yet considered ways to involve parents in extending their children's learning at home.
- The childminder works hard to understand how she can meet the specific needs of children with special educational needs and/or disabilities. For example, she explains how she adapts her interactions to best support children's individual needs, repeating vocabulary and modelling language, rather than asking questions or introducing too many words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of her responsibility to safeguard children. She attends child protection training to ensure her knowledge and skills remain up to date. The childminder is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of the procedures to follow should she have any concerns about a child's welfare. The childminder completes daily safety checks on all areas of her home and garden to eliminate risks and ensure children play in a safe environment.

What does the setting need to do to improve?

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

- develop links with the schools children will attend, to further support their transition to school and help children to settle quickly
- consider further ways to share ideas and guidance to support parents to

continue and extend their children's learning at home.

Setting details

Unique reference number	EY441201
Local authority	Gloucestershire
Inspection number	10218609
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	4
Number of children on roll	10
Date of previous inspection	10 August 2016

Information about this early years setting

The childminder registered in 2012 and lives in Churchdown, Gloucester. She offers care between the hours of 7am and 5.30pm, Monday to Friday, throughout the year, except for family holidays. The childminder holds an appropriate early years qualification at level 3. She is registered to provide funded early education for two-, three- and four-year-old children.

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 childminder showed the inspector the premises and the areas used for childminding.
- The childminder discussed the curriculum she offers and her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector took account of parents' views through written documentation.
- The inspector looked at required documentation, including evidence of the suitability of those living in the household.

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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