

Childminder report

Inspection date: 20 January 2023

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 content at the childminder's home. The childminder has strong, warm and close relationships with the children. For example, babies reach out and snuggle in for cuddles. Children receive regular praise and encouragement. This builds on their self-confidence and develops secure emotional well-being.

Children are engaged, motivated and maintain high levels of concentration during play. They often play together in a group, for example working together to build houses and towers from bricks. They comment on the height of their tower and compare it to their own height, saying, 'Look! It's nearly as big as me.' Children develop the necessary skills for their next stage in learning.

The childminder provides rich experiences for children to learn about their local community. For example, children visit the food bank with gifts of food. The childminder teaches the children good core values. They learn to share what they have with others less fortunate. During a walk to the local park, children behave well and remember to hold hands when walking on the pavement. They notice what happens in the world around them, such as the birds singing in the park. Children listen carefully and then sing to the birds themselves. They look up into the trees to find them and say, 'Look! There are the little birds, one, two, three.'

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

- Babies settle quickly at this setting. The childminder gathers useful information from parents. This ensures she knows what routines are important and children's likes and dislikes. Parents are very complimentary about the care and education their children receive. The childminder evaluates her practice effectively. She successfully gathers and acts on the views of parents.
- The childminder encourages children to sing and rhyme during the day. They match tone, pitch and rhythm and sing the words with confidence. Children explore the meaning of new words during story time. The childminder and her assistants model and support children's emerging language development. However, the adults often lead play and ask too many closed questions. Children do not always have opportunities to develop their creativity and imagination to the highest level.
- The childminder provides a broad and balanced curriculum. The childminder and her assistants have a clear understanding of children's next steps and build on their prior knowledge. The childminder has a wide variety of age-appropriate resources. Children engage well with planned activities, for example finding toy fish in the water tray. However, children can often only choose one resource to play with as a group. This means resources are often selected by one or two children. Quieter, less-confident children do not always have the same

opportunity to make independent choices.

- Children have their care needs met effectively. The childminder and her assistants ensure that learning takes place at every opportunity. For example, during a nappy change, the assistant uses the opportunity to support children's self-help skills, asking, 'Would you like to use a wipe? Have a little feel, it's a bit cold.' Children develop good self-help skills. For example, they take off their shoes and put on their own wellington boots. Before mealtimes, children sing a song together about washing hands. When a member of staff asks children if they can see the germs, they confidently shout, 'No!'
- The childminder is well organised. She ensures her assistants receive regular appraisals and useful feedback. Both assistants speak highly of the professional opportunities they receive. External professionals comment on the excellent support staff receive from the childminder.
- Children have plenty of opportunities to meet new people and engage in different social situations. With the childminder, they go out into the community, visit residential care homes and walk to the nearby shop to buy ingredients for cooking. Children learn they are unique individuals. The childminder celebrates a wide range of different cultures and traditions. She ensures children learn about the diversity that exists in their local community and the wider world.
- The childminder acts as a good role model and has high expectations for children's behaviour. The childminder and her assistants consistently praise children and offer encouragement. They ensure they get down to children's eye level and encourage them to keep trying, for example rebuilding a tower of blocks when it falls. This helps children to develop a positive attitude towards their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants can identify the signs and symptoms of abuse. They know what to do if they have a concern about a child. The childminder can answer questions on a variety of scenarios, demonstrating her understanding of how she keeps children safe. All staff know what to do should an allegation be made about any member of the team. The childminder ensures her assistants receive regular updates and training on safeguarding and child protection. The childminder and her assistants can demonstrate what they have learned from recent updates. For example, they know about the 'Prevent Duty' and extremist views.

What does the setting need to do to improve?

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

- provide more opportunities for creative play and develop and challenge

children's curiosity and imagination further with open-ended questions

- support children further by giving them more opportunities to guide their own learning by making choices and decisions about what they do and what resources they use.

Setting details

Unique reference number	EY443036
Local authority	Gloucestershire
Inspection number	10263554
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 9
Total number of places	6
Number of children on roll	26
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2012 and lives in the Tuffley area of Gloucester. She operates from 7.30am to 5.30pm, Monday to Friday. She works regularly with two assistants. One assistant holds a relevant childcare qualification at level 3 and one holds a relevant level 2 qualification. The childminder provides funded early education for two-, three- and four-year-old children. She has a relevant childcare qualification at level 3.

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 setting.
- The childminder and the inspector completed a learning walk together. The childminder explained to the inspector what they want children to learn and how they will do this.
- The inspector and the childminder carried out a joint observation of a group activity outside.
- 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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