

Childminder report

Inspection date: 17 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 have excellent opportunities to play and explore at the childminder's home. Much of their time is spent outdoors where they learn through nature. The childminder skilfully encompasses areas of learning through this approach. For example, children practise early mathematics skills by measuring puddles and talking about the weight of ice. Children behave well and respond positively to the childminder. The childminder has high expectations for all children and is a positive role model. For instance, she models gratitude and respect as she thanks the children for helping her to tidy. Children develop care and compassion for others. The childminder helps them to practise this through meaningful experiences, such as caring for the pet rabbit. Children form trusting bonds and feel safe with the childminder. They snuggle up to her for a cuddle and receive support from her when they need it.

The childminder is aware that the COVID-19 pandemic has impacted on children's social and emotional development. She realises that some children now need more time to settle in when they start. She takes the needs of individual children into account and ensures that the settling-in process is tailored to them. The childminder takes time to get to know prospective families by meeting them at the park and inviting them to have visits to her home. This helps to build trusting bonds. Consequently, children settle in quickly and are ready to learn.

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

- The childminder has a clear vision of what she wants children to learn while in her care. She provides an interesting curriculum which sparks children's curiosity and creativity. The childminder is committed to providing real experiences from which children learn and develop. For example, she takes them to visit nature parks, which helps to build their vocabulary. Children learn and say new words, such as 'bird' and 'feather'.
- The childminder continually builds her knowledge and skills to enhance her provision for children. She undertakes training and research to inspire the learning environment for children. For example, the childminder provides natural resources to encourage children's creativity and imaginative skills. She has a good network of other childminders and meets with them to discuss ideas for best practice.
- Children learn to become independent in everyday tasks. The childminder consistently encourages them to have a go at doing things for themselves, such as opening their food containers and washing their own hands. This helps children to learn useful skills for the future.
- Children enjoy learning together as a group. The childminder uses children's interests to inform group activities. For example, children enjoy providing

nesting material for birds in the garden, following a trip to a wildfowl trust. This helps to extend children's knowledge. However, in her enthusiasm, the childminder sometimes speaks too quickly during these times. This impacts on younger children's ability to process information.

- Partnerships with parents are strong. The childminder involves parents in their child's learning as much as she can. She communicates detailed information about children's learning and progress. She makes suggestions on how parents can continue children's learning at home. The childminder seeks to utilise the talents of parents, such as artistry, to inform creative activities for children. Parents speak highly of the childminder. They say that their children are extremely well cared for and comment on the childminder's loving and gentle approach to children.
- The childminder promotes healthy lifestyles to children. She provides them with healthy snacks, such as fruit and rice cakes. The childminder teaches children about where food comes from. For instance, she takes them to her allotment to grow vegetables. However, the childminder misses opportunities to discuss healthy food choices during the daily routine.
- The childminder helps children to develop a sense of self and to learn about cultures beyond their own. She finds out words from the home language of families and uses them with children. She has previously invited parents in to share aspects of their own culture, such as playing African music to children. This helps all children to learn about the diverse world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her role and responsibility in keeping children safe from harm. She attends regular safeguarding training to keep her knowledge up to date and can recognise the signs and symptoms when a child may be at risk of harm. She knows the correct reporting procedures to follow should she have concerns about the welfare of a child. The childminder is aware of other safeguarding issues that can affect children, such as the influence of extreme or radical views. She is aware of the action to take in the event an allegation is made about her conduct.

What does the setting need to do to improve?

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

- reflect on verbal interactions during group activities to ensure that children have sufficient time to process information and respond, particularly those who are younger
- make the most of everyday routines to further enhance children's knowledge of healthy eating.

Setting details

Unique reference number	EY450339
Local authority	Gloucestershire
Inspection number	10235890
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 3
Total number of places	5
Number of children on roll	7
Date of previous inspection	31 January 2017

Information about this early years setting

The childminder registered in 2012 and lives in Wotton-under-Edge, Gloucestershire. She operates from Monday to Friday all year round. The childminder holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Michelle Grayling

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.
- A range of documentation was sampled by the inspector, including information relating to the childminder's suitability to work with children, first-aid certification and safeguarding policies and procedures.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- Parents' views were sought by the inspector and taken account of.
- The inspector and the childminder carried out and discussed a joint observation of practice together.

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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