

Childminder report

Inspection date:

7 December 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 build strong close relationships with the childminder and they are happy in her home. She has a patient nature and a caring and friendly manner. Children are comforted by her when they are tired or after they wake from their nap. She spends time settling them, such as offering cuddles and reading them stories. Children learn to manage their feelings and understand the needs of others. They share and take turns with toys and take care when playing near the babies.

The highly qualified childminder has a strong understanding of how children learn. She knows the skills and knowledge children need to acquire and makes plans for how she will support them. Babies develop their physical skills and coordination as they explore resources and turn the pages of a book with the childminder's encouragement. The childminder skilfully uses discussions and questions to encourage children's thinking, and she models useful techniques. Children develop their creative ideas and skills well. Older children make marks for the letters of their names. They are inspired to represent things as the childminder thoughtfully models drawing shapes to form a picture. They develop their maths skills as the childminder introduces different concepts, such as to count in twos. Children learn useful skills, and older children are well prepared for their move on to school.

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

- The childminder promotes children's healthy lifestyles well. She encourages children to drink water and have healthy fruit snacks. She takes them on trips to local parks, woodlands and wildlife areas. She encourages them to be active in the fresh air and they enjoy the resources and activities in her garden. Children paint and explore combining colours. Older children spend considerable time making mixes in the outdoor kitchen, using the interesting materials set out. They talk about making 'Christmas puddings' and decorate them with cinnamon sticks and ribbon.
- Children make good progress. The childminder observes children as they play. She assesses their achievements and identifies gaps in their development. She promptly outlines next steps in their learning and works to support these. Parents are full of praise. They say their children show positive attitudes and are proud of their achievements, and they can see this has come from their time with the childminder.
- The childminder promotes children's language development. She gets down to children's level. She models words and patiently offers explanations. Babies listen with interest. They begin to babble and communicate their needs. Children learn new words and gain confidence in speaking. Older children show good conversation skills as they chat with the childminder and her co-childminder.
- The childminder sets up her home with resources down at the children's level to

motivate them to explore. Babies develop their coordination well. The childminder is mindful of their needs and sets out additional things to encourage their curiosity and exploration. However, when there are last-minute changes to the children attending, the childminder does not adapt her activities and support to inspire and motivate all ages of children consistently. This means that sometimes children are not always well engaged in activities and do not develop their skills as much as possible.

- The childminder has good relationships with parents. She regularly shares detailed information with them about all aspects of children's care and progress. The childminder is diligent in the work she does for children and families. She gives them ideas of how they can support children's learning at home. Additionally, she works to gather information from providers of other settings that the children attend, to help support a consistent approach for children.
- The childminder is passionate about her role in caring for and educating children. She has dedicated considerable time to developing her knowledge and skills, having undertaken a level 7 early years qualification since the last inspection. She works closely with her co-childminder to regularly evaluate and enhance their practice and provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out thorough risk assessments of her home. She keeps it clean and well organised. She ensures that the play equipment is in good condition and appropriate for the ages of the children. The childminder is mindful of babies' and young children's safety. She understands child protection issues that may affect children's well-being and welfare and knows the correct procedure to follow to keep children safe. She ensures she keeps abreast of any changes, refreshing her knowledge regularly by undertaking a range of relevant child protection training and then updating her policies and procedures.

What does the setting need to do to improve?

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

- adapt activities and teaching to inspire and motivate children of all ages, engaging them consistently and extending their learning as much as possible.

Setting details

Unique reference number	EY450840
Local authority	Gloucestershire
Inspection number	10235905
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 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	24 February 2017

Information about this early years setting

The childminder registered in 2012 and lives in Dursley, Gloucestershire. She operates from 8am to 6pm, Monday to Friday, for 48 weeks of the year. She works with a co-childminder three days a week. The childminder holds an appropriate qualification at level 7 and also has early years professional status. The childminder is in receipt of early education funding for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her co-childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views on the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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