

Childminder report

Inspection date: 10 April 2024

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

The childminder provides a warm and welcoming environment where children show they feel at home. Children make good progress across all areas of their learning and development. This can be attributed to the support they receive from the caring childminder. Children are treated as part of the childminder's family. They are actively involved in looking after the cats and dog, and they join the childminder in family experiences that increase their understanding of the world. Children show great independence, confidence and enthusiasm to learn. The childminder encourages them, to use good manners and they understand her behavioural expectations. The childminder fosters children's self-esteem through praise and encouragement. She shows genuine pride in their achievements.

Children have plenty of opportunities to explore, investigate and use their imagination. They play for extended periods with small-world toys. For example, they put on voices and use first-hand experiences, such as fixing the broken television, to recreate family life with small-world figures in a model house. The childminder offers some good ideas to extend children's play and learning and involves them in planning activities. For example, children show great excitement at the proposal to make a den. They contribute ideas about what should be used to create the den and what to play with in it.

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

- The childminder uses what she knows about the children's interests and learning styles, along with what she wants them to learn next, to plan a suitably varied curriculum. She is aware of children's abilities and provides appropriate support to extend most aspects of their learning well as they go about their play. The childminder knows instinctively when to become involved in children's play and when to allow them to play uninterrupted.
- Children acquire the skills they need to prepare them in readiness for school. They show good independence skills. For example, they help themselves to toys and drinks, use the toilet unaided and know how to wash their hands thoroughly. They help to tidy away resources at the childminder's home and at the local toddler group. The children are very well behaved.
- The childminder models the use of language well and introduces new vocabulary. She encourages children to talk, asking questions to encourage their language and thinking. The children speak with confidence. They make their needs known, share their ideas and recall past experiences.
- Children have plenty of opportunities to develop their early writing skills. They draw with control and purpose. This is evident as they chalk at the readily accessible easel.
- Children show confidence in counting and recognise many numerals. For

example, they find the numerals on the dial of a retro telephone, as the childminder calls out different numbers. They complete simple number puzzles and sort objects. Children do not have many opportunities to compare groups of objects, do simple calculations and learn more mathematical concepts to build further on their mathematical skills.

- The childminder provides many activities and excursions to increase children's understanding of the world. Children observe and learn about birds, wildlife and seasonal changes. They use binoculars and talk about what they can see through them. They have attended hospital appointments and learned about echocardiograms and how to listen to heartbeats with real stethoscopes. They watch intently as the childminder administers a daily injection to manage her dog's diabetes and learn to be extra careful when eating to avoid harm to the pet.
- Outdoor play experiences are planned to ensure that children have regular fresh air and exercise. The childminder has plans for garden improvements and is not currently using her garden. As an alternative, she makes good use of local green spaces. Children enjoy taking the dog for a walk. They explore and investigate the natural environment and learn about the characteristics of the sheep, goats, chickens and horses in neighbouring fields.
- The childminder works well in partnership with parents. She speaks to parents when they drop off and collect their children and fosters good two-way communication. Parents praise the childminder highly and say that she keeps them well informed about their children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan the curriculum more carefully to help children to develop their mathematical skills further, particularly around comparing groups of objects, identifying 'more' and 'less' and doing simple calculations.

Setting details

Unique reference number	EY450920
Local authority	Gloucestershire
Inspection number	10312343
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	3 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	26 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in Wotton-under-Edge, Gloucestershire. She operates during term time from 8am to 4.30pm, Monday to Thursday. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Linda Witts

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 inspector discussed the curriculum with the childminder and observed how she implements the educational programmes.
- The inspector observed interactions between the childminder and the children and spoke with the childminder at appropriate times during the inspection.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of written feedback from parents.

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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