

Childminder report

Inspection date: 8 June 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

The childminder's kind, caring and friendly manner makes children feel welcome and happy in her home. Children form close and beneficial relationships with her and enjoy her company. When younger children become upset, they quickly settle after a cuddle from the childminder. She promptly helps them or fulfils any care needs they have, supporting their well-being effectively. The childminder plans experiences and support to extend children's learning and they make good progress. She ensures that the varied ages, needs and interests of children are considered. Young children develop their dexterity and coordination well. They balance blocks and thread large beads. They match up puzzle pieces, manoeuvring the pieces to put them in the right way. The childminder offers close support for younger children. They then successfully remember new actions later as they revisit items. They smile proudly at their success. With the childminder's encouragement, all the children persevere to do things for themselves and persist when challenges occur. She offers them lots of support and praise, building their confidence. Children help tidy away the toys, take their bowls to the kitchen after snack and get their shoes on themselves to go outside. They show positive attitudes to learning and develop a good sense of responsibility.

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

- The childminder has good relationships with parents. She shares detailed information about children's learning and development through her online system and regular daily discussions. Parents say that their child's speech and learning have come on leaps and bounds. They also comment that their child always comes home excited to tell them what they have done that day. The childminder seeks the views of parents to help her identify ways she can enhance her practice. For example, she sends out questionnaires and monitors the feedback to make improvements.
- The childminder monitors children's progress. She identifies any gaps and makes plans for the next steps in their learning. The childminder's implementation of her planned curriculum ensures that children make good progress. However, at times, she does not make the most of available learning opportunities and consistently persevere to develop children's skills.
- The childminder promotes children's language development effectively. Children learn new words, gain confidence in speaking and communicate what they want or need. Children have fun with the childminder. She gets down to their level and sensitively joins their play. The childminder models new words and patiently offers explanations, introducing new ideas and concepts and extending young children's play and exploration effectively. Children make pretend ice creams. They discuss different flavours and sauces and learn words such as 'sprinkles'.
- The childminder supervises children closely. She patiently supports children's

behaviour and social skills. Her consistently prompt and patient interaction quickly disperses any minor disagreements and helps children to share and take turns with toys. Consequently, children's social skills are well promoted and they start to enjoy being with the other children.

- Children enjoy exploring making marks and eagerly use chunky chalks, marvelling at the effects they create. The select books and the childminder helps them work as a group to decide on the story to have at lunchtime. However, the childminder is not always successful in her support for all the children's listening and attention skills. Some children listen well during group activities, but others are distracted and not involved throughout.
- The childminder leads regular child-focused yoga sessions to help develop children's coordination. She has equipment and activities in her garden to develop young children's skills. Children enjoy being active and persevere to roll, throw and catch balls. They negotiate the areas well on the ride-on toys and use the slide effectively, developing their physical skills well.
- The childminder inspires children to be active in the fresh air and enjoy being outside. She takes children to wildlife areas and to explore forest activities. They go on regular walks in the local area, blackberry picking in the woods or feeding the ducks at the park, developing children's interest in the natural world. The childminder also takes children to play-based groups to develop their social skills and confidence in new situations.

Safeguarding

The arrangements for safeguarding are effective.

Children's well-being is at the forefront of the childminder's mind. She carries out risk assessments and minimises hazards around her home, and when taking children on outings. The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child. She has refreshed her awareness of child protection through a range of training, ensuring her understanding and subsequently her processes all reflect current guidance and legislation. This helps her to lead the practice of assistants who are working with her, ensuring she can keep children safe and well.

What does the setting need to do to improve?

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

- make the most of available learning opportunities to develop children's skills and extend the support for their listening and attention.

Setting details

Unique reference number	EY453163
Local authority	South Gloucestershire
Inspection number	10214278
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	6
Number of children on roll	6
Date of previous inspection	23 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Longwell Green, South Gloucestershire. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder regularly works with an assistant. She provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 and the childminder, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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