

Childminder report

Inspection date:

5 September 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are well cared for in this well-resourced and nurturing home. Children's welfare is most important to the childminder and their emotional well-being is continuously reinforced. The flexible and supportive routine means that children flourish, feel safe and have activities provided that meet their needs. Children concentrate and enjoy exploring a rich variety of resources. They spontaneously sing with the childminder, responding to her enthusiasm and encouragement. They concentrate on their pretend play in the wood chip, hay and animal activity and ask for there to be quiet as they put the horses to sleep in the digger. The childminder models behaviour well, shows children what she wants and then gives them the chance to practise.

The childminder recognises that during the COVID-19 pandemic, children's communication skills dipped. She has focused children's learning on understanding instructions to promote children's experience of words and sounds. She provides an excellent ongoing narration that boosts children's play experiences, focuses on what they want to do and encourages them to take the lead. She introduces lots of different words and children follow her instructions well. For example, she speaks and models how to use hay as a tool. Children demonstrate their understanding as they complete the task independently.

The childminder actively supports good transitions. She provides reports for children moving to different settings and sets up helpful settling-in procedures for children who are new. She uses her knowledge of individual children's needs to develop their independence and supports them to know that even if she moves away from them, she will always return. This reassures and helps young children to self-regulate and control their emotions. She understands that repetition, having a go and developing confidence helps children to become well-rounded learners.

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

- The childminder shares her love of books regularly with children. She makes reading a story a special time. Children share the joy of what is happening. They point to the pictures and enthusiastically repeat the sounds and words of a story about a dog who can fly.
- Children behave very well. There are clear expectations and boundaries. They are learning how to share, be thoughtful and think about others while they play.
- The childminder has effective relationships with parents. She provides them with regular and up-to-date information about what their child experiences throughout the day, what they are learning and how much they enjoy what they are doing. This helps parents to involve themselves in their children's learning.
- Children have a wide range of opportunities to experience outside. They play in

the garden, go to the community allotment and the children's centre. This supports children to feel part of their community and experience a variety of play opportunities.

- The childminder provides engaging activities linked to children's interests. The impact is that this encourages children to try a bit harder. For example, the childminder provides a box and ball game, models what to do and encourages participation as children try to throw the ball into the box. She is building on their strengths, which helps children to make progress and feel motivated to practise again.
- The childminder enhances her practice through continual development. She completes relevant and additional training to inform and update her practice. For example, learning about autism spectrum disorder has helped her develop approaches to her routine that supports all children to prepare for what happens next. The childminder networks with other local childminders. They share feedback to strengthen each other's practice.
- Children show high levels of concentration in their play. They clearly enjoy the activities the childminder thoughtfully provides as they explore the shape and movement of the beanbags.
- The childminder promotes children's physical development daily. They have opportunities to practise climbing, sliding and running. However, she does not always challenge very young children to develop their walking skills as much as she could.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She knows who to report any concerns to. The childminder is aware of safeguarding issues, such as radicalisation and online abuse. The childminder's home is safe and secure. The childminder ensures her training is kept up to date and is currently completing training on neglect to support children's safety and welfare. Children are encouraged to keep themselves safe as they are reminded to be careful as they throw balls and avoid their friends.

What does the setting need to do to improve?

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

- provide wider opportunities for young children to develop their large-muscle skills to support independent walking.

Setting details

Unique reference number	EY455477
Local authority	Gloucestershire
Inspection number	10236008
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	6 October 2016

Information about this early years setting

The childminder registered in November 2012. She lives in the Abbeydale area of Gloucester. Care is available on Monday to Friday between 8am and 6pm, throughout the year. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Claire Cook

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the childminder's interactions with children during adult-led activities and discussed this with the childminder.
- The inspector reviewed a sample of the childminder's documentation, including Disclosure and Barring Service information and her first-aid certificate.
- The inspector observed interactions between the childminder and children throughout the inspection.
- The childminder and the inspector completed a learning discussion together to understand how the curriculum is organised.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022