

Childminder report

Inspection date: 13 October 2021

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children develop a close relationship with the childminder. They demonstrate that they feel safe and secure in her care. For example, children approach the childminder for a cuddle and sit on her lap to sing songs. Children enthusiastically sing and remember the actions that accompany the song. Babies join in and move their bodies to the rhythm. They carefully hold on to furniture to support their balance and show determination to stand and walk. Children display a strong sense of belonging and are familiar with daily routines. They independently follow good health and hygiene routines, such as thorough handwashing before eating. Mealtimes are a social occasion. Older children learn good table manners and sit cooperatively together. They engage in meaningful conversations with their peers. For example, they talk about their favourite snack and discuss what fillings they will have in their sandwich. Babies respond well to the childminder's praise and encouragement. They use their fingers to feed themselves and hold their own cups to drink. The childminder and co-childminder work closely with parents to help children settle into their care after being at home during the COVID-19 (coronavirus) pandemic. They recognise that children who have had reduced social interactions with people outside of their home need extra reassurance throughout the day.

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

- The childminder provides a broad curriculum which follows children's interests and builds on what they already know and can do. For example, she sets up sensory activities based on a story, to enhance children's understanding of feelings. Children search for a 'hedgehog' and rummage through pretend leaves to discover it is hiding. The childminder skilfully interacts with children. She asks questions to support their thinking skills. For example, she asks the children why they think the hedgehog is hiding. The childminder introduces the word 'worried' to extend children's vocabulary and understanding of feelings beyond 'happy' and 'sad'.
- Children enjoy spending time together. They learn to share and take turns with toys and demonstrate a good understanding of behavioural expectations within the childminder's home. However, on occasions, particularly during group activities, the environment is overly busy and some children lose focus and become distracted.
- The childminder is a reflective practitioner. She works closely with her co-childminder and evaluates their practice to identify areas for development. The childminder and her co-childminder share the same vision to provide high-quality care and education at the setting. However, they are yet to fully consider how to organise their individual roles, to fully promote children's focus and maximise learning opportunities. This relates to the support and arrangements for group

activities.

- Children benefit from outings that extend their knowledge and understanding of the world around them. For example, children recently visited castle grounds to search for leaves and conkers. Children excitedly recall this experience. They proudly tell visitors how many conkers they collected.
- Children are beginning to learn about the similarities and differences between themselves and others. They take part in seasonal celebrations and learn about cultural traditions, such as Chinese New Year. However, the childminder is yet to consistently provide a wide enough range of experiences to enhance children's understanding of the diverse world in which they live.
- The childminder works hard to build positive relationships with parents. Before children start to attend, she gathers information about their interests and routines at home. She ensures that children who are yet to fully settle receive plenty of comfort and reassurance. In addition to daily conversations, the childminder uses written daily diaries and digital messaging to keep parents up to date about their children's progress.
- The childminder offers children lots of praise and encouragement. After children have tidied toys away, she says 'well done' and gives them a round of applause. Children join in and clap for each other. This helps to support their emotional well-being and promotes high levels of self-esteem.
- The childminder has recently returned to childminding after a period of absence. She has completed mandatory training, such as safeguarding and first aid, to ensure that her knowledge is up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibility to keep children safe. She undertakes regular safety checks on all areas of her home and garden before children arrive, to eliminate any potential hazards. The childminder has a good understanding of the indicators that a child is at risk of abuse or neglect. She is aware of wider child protection issues, such as exploitation and being subjected to extreme views. The childminder has a good knowledge of safeguarding protocols and actions to take if there are any concerns about a child's welfare.

What does the setting need to do to improve?

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

- review the organisation of the setting to fully promote children's focus and maximise their learning opportunities, especially during group times
- support children to develop an even better understanding of similarities, differences and diversity in the local community and the wider world.

Setting details

Unique reference number	EY456341
Local authority	Gloucestershire
Inspection number	10125773
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	6
Number of children on roll	6
Date of previous inspection	1 August 2013

Information about this early years setting

The childminder registered in 2013 and lives in Winchcombe, Gloucestershire. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and two weeks at Christmas. The childminder works with another registered childminder.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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 childminder and the inspector had a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector took account of parents' views through written documentation.
- The inspector looked at required documentation, including evidence of suitability.

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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