

Childminder report

Inspection date: 26 March 2025

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 thrive in the care of the friendly childminder. They thoroughly enjoy the rich learning experiences that the childminder plans within the setting and the daily excursions to places of interest. Every child receives nurturing support, praise and encouragement from the caring childminder. Children of all ages show they are very happy and settled. The childminder encourages children to explore and express their feelings. For example, they play a game taking turns to make and guess facial expressions that show feelings of happy, sad and surprised.

All children develop a love for books. They show great interest and attention as the childminder reads to them. They smile as the childminder puts on different voices and reads the story in an expressive, lively way. Children point out features in the illustrations and say what is going to happen next in familiar stories. The childminder takes children to the local library regularly and often takes props to use to extend children's interest. For example, children explore porridge oats linked to the story about 'Goldilocks and the Three Bears'.

The childminder supports children to develop confident social skills, independence and good behaviour from a young age. For example, one-year-olds along with older children learn to peel their bananas and feed themselves. Afterwards, they wipe their hands and faces. They also help to tidy away resources. Children learn good manners and learn to take turns, to follow instructions and to be kind and respectful to others.

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

- The childminder knows each child's likes, dislikes and abilities. She identifies what children need to learn next and plans a curriculum that builds on what children know and can do. The childminder promotes children's all-round development very well overall, and she is particularly skilled in promoting children's communication and language development. For example, the childminder models how to use language and introduces new words to extend children's developing vocabularies instinctively. She responds well to children's non-verbal communication. She also routinely uses sign language to aid children's communication. Children learn signs, for example to say 'please' and 'thank you', 'happy' and 'sad'.
- The childminder introduces mathematical concepts of size, shape, positional language and counting in children's play. Older children learn to recognise numerals. For example, the childminder hides numbered discs in coloured pasta. Children scoop and pour the pasta and post it down flexible tubing, showing good coordination. They say the colours of the pasta and find the numbered discs. Some children say the numbers and show great delight when the

childminder praises them for identifying the number correctly.

- The childminder encourages children to be active and to develop confident physical skills. Children show visitors their newly acquired skills as they climb and slide using equipment in the garden. They develop their small muscles, for example as they use scissors to snip dough 'sausages' they make with the childminder.
- Each day, the childminder takes children out to various places of interest with another childminder and her children. Children develop their social skills as they play together. They increase their understanding of the world as they explore and learn about nature as they engage in forest activities and visit the local zoo.
- The childminder focuses her curriculum to make sure that children are prepared for the move on to school. She completes training and works closely with outside professionals to ensure she continues to meet children's care needs and implements education, health and care plans effectively. The childminder includes children who need additional support well. She acknowledges that, at times, there is scope to consider how she manages to balance her interactions with all children.
- The childminder develops excellent partnerships with parents. She works closely with them to learn about children's families, interests, abilities and needs. Parents praise the childminder highly for the way she communicates with them about their children's welfare and progress. Parents attribute the good progress children are making to the childminder. They praise how much children's confidence, independence and physical development have improved.
- Effective partnerships are established with other settings children attend. The childminder routinely talks with practitioners who share children's care, and they exchange photos and information about children's progress. The childminder uses information gathered to ensure that her provision enhances the experiences that children have elsewhere.

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:

- balance interactions with all children to maximise their overall development.

Setting details

Unique reference number	EY457848
Local authority	South Gloucestershire
Inspection number	10388257
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2013 and lives in Oldland Common, South Gloucestershire. She operates all year round, from 7am to 5pm, Monday to Thursday, during school term times only. The childminder provides government funded childcare places.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children, indoors and in the garden. They spoke with them at appropriate times during the inspection.
- The childminder and inspector discussed how she evaluates the effectiveness of her practice and provision.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of parents' verbal and written feedback.

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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