

Childminder report

Inspection date:

26 May 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children develop exemplary relationships with the passionate and dedicated childminder. They display a strong sense of belonging and togetherness in the childminder's warm and welcoming home. Children independently access a wide range of high-quality resources to support their play and learning. They are kind and considerate to their friends. For example, older children happily play peekaboo with babies and show them how to share and take turns.

Children benefit from a thoughtful and ambitious curriculum. It clearly and precisely reflects children's individual learning needs. Children receive high levels of support to develop their communication and language skills. Older children engage in meaningful back-and-forth conversations about past learning experiences. They are articulate and confidently speak to visitors about what they have learned. Children say 'Our caterpillar has gone to sleep inside the cocoon, when it wakes up, it will be a beautiful butterfly!' Younger children make links and connect the conversations they hear to their own ideas. For example, they take themselves off to look at a familiar book. Young children sit in a comfortable chair and babble to themselves. They carefully turn the pages of a familiar story about a caterpillar who eats lots of different foods.

Children demonstrate that they feel safe and secure. Young children respond positively to the childminder's high expectations. She motivates them and offers lots of praise for their efforts. Children look at the reassuring childminder and smile at her as they think and work out the best way to climb and balance on apparatus.

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

- The childminder is highly proactive in continuously extending her already excellent knowledge and skills. She is currently completing a relevant childcare qualification at level 3 to deepen her knowledge of theorists and how children learn. The childminder skilfully applies many of the concepts she has learned into her practice. For example, she recognises children's repeated patterns of behaviour to help identify their preferred learning styles, and plans activities and resources to promote these. Children make exceptional progress in all areas of learning.
- Partnerships with parents are excellent. The childminder speaks with parents on a daily basis. She shares a wealth of information along with photographs of their children's learning during their time with her. The childminder seeks ongoing feedback from parents about children's experiences at home and skilfully adapts her planning to incorporate these.
- The childminder makes precise assessments of children's learning and development. She includes parents' feedback about what children are achieving

at home. The childminder quickly identifies children with additional needs. She works very closely with parents and external professionals to devise joint strategies that result in sustained and rapid progress.

- Children develop their curiosity and investigation skills as they spend time searching for insects and other living things in the childminder's garden. They excitedly use magnifying glasses and celebrate what they find. Children are keen to show visitors the snail they have collected in a magnifying pod and the frog from the childminder's pond in a transparent tank. The childminder uses her expert skills to support older children's early literacy skills. She provides them with a checklist and pen to mark off the different insects they find.
- The childminder offers children a wide variety of snacks to enjoy during their time with her. She successfully uses mealtimes as a learning opportunity. The childminder introduces fruits from a story that they have recently read. She encourages children to understand and use mathematical language as she asks them if they would like the fruit cut in 'halves' or 'quarters'. Children recall past learning experiences and remember what is in the centre of the plum. She praises children as they correctly identify the centre of a plum as a 'seed'. The childminder extends this further and introduces the word 'pip'.
- The childminder makes the most of the community around her home. She provides children with an extensive range of experiences and activities. Children discuss past outings and remember their visit to a nearby farm to see the animals. They learn where food comes from as they collect bottles of fresh milk from the farm to drink at snack time. Children learn how fruits and vegetables grow and enjoy helping the childminder to tend to these before they are ready to harvest. Children excitedly monitor the growth each day and enjoy eating the food they grow.
- Children have an excellent understanding of healthy lifestyles. They know that the reason they wash their hands before eating is to prevent them from catching germs. Children enthusiastically practise yoga. This helps children to regulate their feelings and promote a calm atmosphere at the end of the day. Older children display high levels of concentration. They stand tall, push their shoulders back and hold their body still as they demonstrate the 'mountain pose'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptionally secure knowledge and understanding of safeguarding practice. She demonstrates an outstanding awareness of the signs that may indicate a child is at risk of harm and understands the procedure to follow if she is concerned about a child in her care. The childminder attends regular refresher training to update her knowledge. She shares her highly comprehensive safeguarding policy with parents so they understand her responsibilities too. The childminder completes rigorous safety checks on all areas of her home and garden to ensure that she provides a safe environment for children to play and learn.

Setting details

Unique reference number	EY459377
Local authority	Gloucestershire
Inspection number	10236093
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Stonehouse, Gloucestershire. She operates her childminding service from 8am to 5pm, Monday to Thursday, all year round. The childminder is registered to provide funded early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector took account of the views of parents through written documentation.
- The inspector looked at required documentation, including evidence of the 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.

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