

Childminder report

Inspection date: 28 April 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

Children have close relationships with the nurturing childminder. She responds promptly to their emotional needs and is always available for a reassuring cuddle if required. Children lead their own learning and eagerly explore a range of age-appropriate resources. Young children display curiosity as they handle a range of real objects, such as metallic beads and wooden rings. They carefully place these objects into little drawers. Children develop mathematical awareness as they learn that some objects are too big to fit inside, while others fit perfectly.

Children are physically active and spend much of their time playing outdoors in the fresh air. They are highly engaged in water play and experiment with filling and emptying containers with large pipettes. Children learn how to keep themselves safe from a young age. They know that they must hold on to the railing and be careful when they walk down the steps to access the lower level of the garden. Children develop their physical skills and learn how to move their bodies in different ways. They excitedly crawl through a tunnel and celebrate their achievements with the childminder as they get to the other end. Children behave well. They display patience and understand that they need to take turns with each other.

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

- The childminder has a secure knowledge and understanding of the curriculum. She gets to know the children in her care very well and is able to explain precisely what she wants children to learn during their time with her. The childminder builds on children's individual interests when planning for their next steps. This supports children's motivation to learn and helps them to make good progress from their starting points.
- The childminder offers an inclusive service and has high expectations for all children in her setting. However, on occasions, the childminder does not plan and manage activities well enough to promote children's individual learning. As a result, younger and less-confident children do not always benefit from planned activities to the extent that those who are older do.
- The childminder understands the importance of developing children's communication and language skills. She talks to children as they play and incorporates sign language to further support their understanding. Children love singing familiar songs and rhymes with the childminder throughout the day. They playfully join in and proudly fill in the missing parts of the song purposely left out by the childminder.
- The childminder supports children to adopt a healthy lifestyle. She works closely with parents to ensure lunch boxes from home are healthy and nutritious. The childminder teaches children the importance of following good hygiene routines.

For example, she supports them to wash their hands after having their nappy changed.

- The childminder treats each child with care and kindness and encourages them to celebrate their individuality. She provides opportunities for children to gain a good understanding of similarities and differences between themselves and others. For instance, they discuss how some children and adults need to wear glasses and state how wonderful they look.
- The childminder provides a wide range of resources and toys. However, she does not always organise the indoor learning environment to fully support the youngest children's ability to move around freely or access items to fully support their independence. For example, children's drinking cups are stored out of reach.
- The childminder has formed strong relationships with all parents. She includes them in their children's learning and assessment from the start. The childminder provides them with regular feedback about the progress their children make. Parents complete regular questionnaires about the service the childminder provides and speak highly of her. They refer to the childminder as 'extended family' and value the 'abundance of well thought-out activities'.
- The childminder recognises the importance of keeping her knowledge and skills up to date. She regularly evaluates the quality of her setting to identify training needs that will enhance children's experiences. The childminder meets with another local childminder to share ideas and discuss best practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibility to keep children safe. She can recognise the signs and symptoms that may indicate a child is at risk of harm and is confident in her knowledge of the procedures to follow should she need to report a welfare concern. The childminder keeps her knowledge of safeguarding procedures updated and refreshed through ongoing training. The childminder supervises children well. She teaches children how to keep themselves safe in her setting and when on outings into the community.

What does the setting need to do to improve?

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

- strengthen the planning of activities to ensure they promote children's individual learning, including those who are younger and less confident
- review the organisation of the indoor learning environment to promote children's ability to freely move around and access items to fully support their independence.

Setting details

Unique reference number	EY460886
Local authority	Gloucestershire
Inspection number	10218612
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	22 August 2016

Information about this early years setting

The childminder registered in 2013 and lives in Lydney, Gloucestershire. She operates all year round, between the hours of 7am and 5.30pm, Monday to Friday, except for family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector
Holly Smith

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 childminder and has taken that into account in her evaluation of the setting.
- The inspector was shown the areas of the childminder's home that children access. The childminder explained how the setting is organised and how she plans the curriculum and experiences for children.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector took account of parents' views through written documentation.
- The inspector looked at required documentation, including evidence of suitability of those living in the household.

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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