

Childminder report

Inspection date:

8 December 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 form secure attachments with the enthusiastic and caring childminder. They feel safe in her care and eagerly move around their environment to explore the resources on offer. Young children are beginning to use their imagination during play. They stand at the play kitchen as they pretend to make cups of tea for the childminder. The youngest children watch on for a moment before crawling over to join in. They add 'scoops' of ice cream to a cone and pretend to lick it.

Children benefit from a thoughtfully planned curriculum, which is centred around the prime areas of learning. Their determination to stand and walk is supported effectively by the childminder. She gives children lots of encouragement and offers young children her hand to steady their balance. Young children build their confidence and muscle strength as they use equipment, such as walkers, to move around the childminder's home and garden.

Children have daily access to fresh air and exercise, which supports their overall health and well-being. They enjoy feeding the wildlife at the waterfront adjacent to the childminder's home. Young children laugh excitedly as they watch the ducks and seagulls swim and fly to catch the bread the childminder throws for them.

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

- Overall, the childminder supports children's early language development well. She talks to children about what they are doing and sings to them spontaneously throughout the day. However, there are times when the childminder pronounces words incorrectly. For example, she refers to ducks as 'quack-quacks' and bread as 'bready'. This means that young children do not consistently hear words pronounced correctly when they are learning to speak.
- The childminder plans some activities to support children's creativity. For example, she provides children with stickers, sequins and pom-poms to decorate a Christmas wreath. However, the childminder does not consistently provide children with a wide enough range of experiences to help them develop their exploratory and investigative skills.
- Children enjoy healthy and nutritious snacks provided by the childminder. She introduces them to a range of different textures and tastes, such as pineapple with cubed cheese. She supports children to be independent and encourages them to use a spoon to feed themselves a yoghurt at snack time.
- The childminder develops effective partnerships with parents. She speaks to them on a daily basis at drop-off and collection time. The childminder provides updates on children's development via online learning journals. Parents speak highly of the childminder and the care that their children receive. They display their gratitude for her kind, patient and supportive nature and state that their

children 'adore her and feel welcome and happy in her home'.

- The childminder develops links with other settings children attend. She shares information with them to promote continuity and consistency in children's learning. For example, the childminder shares information with other childminders about children's likes and dislikes during the settling-in period. This ensures children settle promptly at both settings and their individual needs are met.
- The childminder knows the children in her care very well. She recognises when they display signs that they are becoming tired and invites them onto her lap for a cuddle. Children sleep peacefully in safe and comfortable surroundings. The childminder checks on them at regular intervals to ensure they are safe and well.
- The childminder supports children to become familiar with the local community. She walks with children to toddler groups in the town, where she meets with other childminders and their children. This helps children to develop their confidence in larger social groups. The childminder takes children further afield, using various modes of transport. For example, they recently went on the bus to visit the dinosaur museum.
- The childminder evaluates her practice and reflects on professional development opportunities so she can continue to enhance her provision. She intends to complete more face-to-face training and develop her knowledge of supporting children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of safeguarding practice. She knows the signs and symptoms of abuse, including those that may indicate a child is being subjected to extreme views. The childminder explains the procedures to follow in the event of a concern regarding a child in her care. She demonstrates an awareness of the process to follow should an allegation be made against her. The childminder completes daily safety checks on all areas of her home and garden to make sure children play in a safe environment. She completes risk assessments for outings, such as walks to and from the school when she collects children.

What does the setting need to do to improve?

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

- build on ways to model language more consistently to further support young children's speaking skills
- provide children with even more experiences to support their exploratory and investigative skills.

Setting details

Unique reference number	EY462534
Local authority	Gloucestershire
Inspection number	10236175
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 2
Total number of places	3
Number of children on roll	3
Date of previous inspection	8 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in the Ebley area of Stroud, Gloucestershire. She offers care between the hours of 8.15am and 4.30pm, Monday to Friday, all year round. The childminder holds an appropriate early years qualification at level 3.

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 childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector reviewed documentation, including the childminder's paediatric first-aid certificate.
- The inspector took account of the views of parents through 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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