

Childminder report

Inspection date: 26 September 2024

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 are happy and settled in the care of this nurturing and friendly childminder. They demonstrate a secure relationships with both her and her co-childminder and clearly feel safe and secure in their care. The childminder gets to know children well. She gathers a range of information from parents during settling-in sessions and uses this to help her plan a broad curriculum, based on children's interests and individual learning needs.

The childminder provides children with a wide range of high-quality resources. Children lead their own learning and make independent choices about their play. They demonstrate good physical skills. Children carefully step across balance beams in the garden. The childminder helps children to embed their knowledge of colour. They listen attentively and follow her instructions as she suggests they stand on different colours on the beam. Babies develop core strength in preparation for crawling and walking. The childminder encourages them to sit up and explore colourful sensory squares with their hands. Children behave well. The childminder provides children with clear daily routines and expectations, which helps prepare them for what is coming next. They learn to respect the environment and are eager to help the childminder tidy away the toys before moving on to another activity.

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

- The childminder provides children with a wide range of high-quality books to support their early literacy skills. She reads to them at various times throughout the day and encourages children to borrow books from the setting to read at home with their families. Although the childminder reads enthusiastically to support children's enjoyment, she does not always fully engage or involve them in meaningful discussions to further support their learning.
- The childminder regularly assesses what children know and can do. She has a good understanding of children's next steps in learning and shares these with parents so they can continue to support learning at home. However, on occasions, the childminder does not focus her interactions around specific learning intentions, such as children's next steps in learning, to help them make even better progress.
- The childminder supports children's understanding of the world. She takes children on outings into the local community with her co-childminder, for example to collect books from the 'bus stop lending library' and to visit the park and the cafe. During these outings, the childminder teaches children important personal skills, such as road safety. They develop familiarity with important members of the local community, such as the lollipop person who manages the crossing to and from school.

- Children develop good independence skills. The childminder encourages children to get themselves ready for outdoor play, providing support when needed. For example, she connects the bottom of the zip for children and encourages them to pull this up themselves. The childminder gives children praise and encouragement to support their efforts and promote a 'can-do' attitude.
- The childminder sensitively manages children's personal care needs. She follows routines from home, such as bottle times, to promote consistency between home and the setting. Babies snuggle into the childminder as she gives them their bottle. When ready for a sleep, the childminder soothes the youngest children before placing them in their cots. She regularly monitors children to ensure they are safe and well.
- The childminder provides regular opportunities for children to engage in singing activities to support their communication and language development. Children enthusiastically join in and perform the actions to the songs. They use their imagination as they lie down and pretend they are sleeping like bunnies. Children eagerly await the childminder's prompts before standing up and jumping up and down with high levels of energy.
- Partnerships with parents are strong. The childminder works closely with them to follow their preferences and ensure all children are included. For example, she follows dietary preferences at mealtimes. Parent feedback is very positive. They describe the support offered by childminder and her co-childminder as invaluable and say that they go above and beyond to help their children grow and develop.

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:

- provide further opportunities during story time for children to be fully engaged and involved in meaningful discussions, to enhance their learning
- strengthen interactions during play activities and focus more precisely on intentions for children's learning, to help them make the best possible progress.

Setting details

Unique reference number	EY464988
Local authority	Gloucestershire
Inspection number	10363827
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 10
Total number of places	6
Number of children on roll	29
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2013. She works from her co-childminder's house in Tutshill, near Chepstow. She offers care for children, all year round, between the hours of 7am and 6pm each weekday, excluding bank holidays and family holidays. The childminder provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector through written testimonials.
- The childminder provided the inspector with a sample of key documentation on request.

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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