

Childminder report

Inspection date: 15 August 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 demonstrate that they feel safe and secure in the childminder's care. The childminder is warm in her interactions with children, and she creates a home-from-home environment where children settle quickly and play happily with the range of resources and toys available to them. The childminder knows the children very well. She is responsive to their learning and care needs and has high expectations for children's behaviour. Children play well with one another; they understand their emotions and regulate their feelings well with the support of the childminder. Children are supported well to build good friendships and helped to take turns and share. The childminder places high emphasis on the importance of good manners, which children display.

Children develop good independence and self-care skills and have a good understanding of healthy lifestyles. For example, they are well prepared for school and can dress themselves, independently wash their own hands and use the toilet. Children demonstrate determination and perseverance in their learning and are keen to try to do things for themselves before asking for help. They enjoy time spent on outings, for example visiting the childminder's allotment, where they learn about nature and enjoy looking after, and tasting, the fruits and vegetables that they grow.

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

- The childminder has a secure understanding of how children learn. She regularly carries out observations and assesses children's stage of development. She uses this information well to help ensure all children make good progress in all aspects of their development.
- The curriculum is planned and implemented well by the childminder. The curriculum is tailored to the needs of the children, and the childminder considers each child's interests and what they need to learn next when planning the activities and experiences for children.
- The childminder plans a range of innovative and stimulating activities for children which keep them engaged in play. For example, children excitably shoot stacked cups off walls using water guns, counting the cups they knock down, and build boats out of a range of everyday materials, such as sponges, straws and pieces of wood, and test if they float or sink in water.
- Children's communication and language skills are developing well, overall. They are able to express their thoughts and wishes and are confident communicators. The childminder provides children with a commentary of their play which enables them to hear a range of words that enhance their vocabularies. However, at times during children's play, the childminder does not always leave enough time for children to think and respond, so they are not always able to join in a

conversation or answer the questions she asks them.

- The childminder gives children a range of opportunities to learn and develop through regular outings to a variety of places that build their social skills and teach them about people and the world around them. For example, they attend a care home weekly, where children benefit from intergenerational learning.
- The childminder has strong relationships with parents. She shares a range of information with parents about their child's time with her and their progress. However, consistent practice is not in place to support home learning. The childminder is not fully successful in encouraging parents to become involved in their children's learning at home to help children make the best possible progress.
- The childminder effectively assesses risks to help ensure children's safety and well-being. For example, she teaches children about safety as they interact with people in the local community and teaches children how to keep themselves safe, such as when on walks and when crossing roads. In addition, well-thought-out plans are in place for children who stay overnight.
- The childminder keeps up to date with mandatory training, such as first aid and safeguarding. She is reflective about her practice and knows what her strengths are and what areas she could further develop. The childminder demonstrates she is putting knowledge and skills that she has gained from training into practice to support children. For example, she has improved in her teaching of phonics to help support children's literacy development in preparation for starting school.
- The childminder has a secure knowledge of child protection and safeguarding. She knows who to speak to and what to do if she becomes concerned about the welfare of a child in her care.

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:

- support children's communication and language further by giving children enough time to contribute to conversation and answer questions
- consider ways to work even more successfully with parents to enable children's learning and development to be extended further at home.

Setting details

Unique reference number	EY465852
Local authority	Gloucestershire
Inspection number	10349799
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 2013. She lives in Chalford, near Stroud, Gloucestershire. The childminder works from Monday to Friday between the hours of 8am and 6pm, all year round. She offers overnight care. The childminder is in receipt of funding for the provision of free early years education for children aged three and four years. The childminder has a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Dominique Allotey

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 their evaluation of the childminder.
- The inspector viewed the premises and discussed with the childminder how they ensure that they are safe and suitable, including the arrangements for overnight care.
- The inspector observed the interactions between the childminder and children during daily routines and activities, both indoors and outdoors, and assessed the impact these were having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and continued professional development.
- The inspector looked at relevant documentation, including checking the suitability of the childminder and other household members.
- The inspector completed a learning walk to understand the provision and how the curriculum is organised.
- The inspector took account of the views of the childminder and children spoken to on the day of the inspection and of parents through written documentation.
- The inspector completed a joint observation with the childminder.

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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