

Childminder report

Inspection date: 17 January 2020

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

The childminder treats children with respect and as individuals. Children then respond to each other in the same way. The very youngest children are well supported by the older children. Warm relationships between them are evident. The children and childminder then act as role models to each other. Children are independent and develop their self-help skills very well. For example, they chop bananas, peel tangerines and give out the plates at snack. Children say please and thank you to each other and treat each other as equals. The childminder is skilful at supporting children. She knows when to step back and allow them to discover their own abilities. This allows children to learn from their mistakes in a safe and considered way.

The childminder is very able at teaching through play. Children make good progress with their communication and language. Children have time and space to explore the meaning of new words. They have opportunities to make links between their interests at home and in the setting.

Parents comment that they are very pleased with the care their children receive. They are also pleased with how children settle at the setting. Parents value the interactions between the childminder and the children. The childminder works with parents to ensure children's development is in line with expectation. The childminder will adapt her practice in response to children's needs.

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

- The quality of teaching is of a high standard. The childminder understands how she teaches and why. She can identify the purpose of her interactions. The childminder is able to differentiate between the children in her care. Mathematical concepts in particular are well supported and embedded in all areas. The childminder makes good use of the links that occur between what children know and what they are learning.
- The outside environment supports learning. The childminder takes appropriate steps to ensure children are safe. The childminder considers children's physical needs when organising her garden. Children have lots of opportunities to be outside in the fresh air and enjoy physical play.
- Children show motivation in their learning and their behaviour is good. Children are well managed and good standards of behaviour are evident. For example, they spend a long time sat at a table creating dough bugs. Children remain focused and motivated throughout. Children are kind to each other, they show they are able to take turns, wait and share toys. The childminder uses opportunities in play to teach children these social skills.
- The childminder responds well to the needs of the very youngest children. She

asks them before intervening in their personal care. This demonstrates to them she respects their views. The setting is quiet and calm, and the childminder is skilful at waiting and watching. This gives children time to explore and the childminder time to respond.

- Children's interests inform the childminder's planning. For example, children are very keen to role play with what they know. They make each other cups of tea, and answer the telephone and say 'It's for you.' There is a large hard plastic tray that contains different dolls, clothes and laminated words all relating to babies. The youngest children push the dolls in pushchairs and tuck them in with a blanket. Children's curiosity could be developed further by being introduced to new concepts and resources.
- Opportunities to meet new people and engage in new social situations occur. For example, children go on a variety of trips out, they visit the park, the library and the arboretum. The childminder often meets with other childminders and children. Children then make new friendships and develop new skills for future interactions.
- The childminder knows how to identify and support a child with special educational needs. She can talk through the process of observation and assessment that may identify gaps in learning and development. The childminder knows how to intervene and use her professional curiosity to engage with early help. This means children who may need extra support are identified early and referred in a timely manner.
- The childminder uses assessment to identify gaps in children's learning. She informs parents of the progress children make. Children's home learning experiences are not always used to inform assessment. This means partnership with parents could be further strengthened to keep learning consistent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her understanding of how to keep children safe from harm. She can talk about signs and symptoms of abuse. The childminder understands her responsibility to keep children safe. She knows how to report concerns and share information when appropriate. The childminder has a good understanding of the 'Prevent' duty. She can talk about the risks associated with peer-to-peer abuse. The childminder has completed training on online sexual exploitation. The childminder has attended a wide range of training on safeguarding. She can apply these skills in practice. Policies and procedures are in place. The childminder uses the local authority safeguarding audit to reflect on her practice.

What does the setting need to do to improve?

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

- enhance the inside area so that it provides children with greater play experiences, ensuring resources and materials enrich their opportunities to explore, experiment and be imaginative
- strengthen ways to gather information about children's learning at home.

Setting details

Unique reference number	EY482925
Local authority	Gloucestershire
Inspection number	10123369
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	5 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Cirencester. She operates all year round from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspector and the childminder took part in a joint observation.
- The childminder took the inspector on a learning walk around her premises.
- The inspector and the childminder engaged in a discussion relating to how children are kept safe.
- Children were observed playing inside and outside.
- Parents' communications were read and taken account of by the inspector.

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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