

# Childminder Report

**Inspection date**

6 June 2016

Previous inspection date

18 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder reviews her practice and monitors her assistant well. She makes sure that they both develop their knowledge and skills through training and other professional development opportunities.
- The childminder has built good relationships with parents. She regularly exchanges information with them to establish children's starting points and to plan to meet children's needs. Children benefit from consistent learning experiences at home and with the childminder and make good progress in their learning.
- The childminder monitors children's needs and interests. She recognises quickly when children need extra help. She seeks advice and guidance from other professionals to make sure children receive the support they need to catch up.
- Children form strong attachments with the childminder. She is a good role model. Children behave well.
- The childminder provides a stimulating environment for children to explore and use. Children enjoy taking part in different activities and are keen to learn.

### It is not yet outstanding because:

- The childminder misses opportunities to seek feedback from parents to help identify changes and improvements.
- Opportunities for younger children to use and explore technology are sometimes limited.

## What the setting needs to do to improve further

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

- provide more opportunities for parents to provide feedback, including suggestions for changes and improvements
- build on younger children's understanding of their world to include the wider use of different technologies to extend their learning and development.

### Inspection activities

- The inspector observed the quality of the childminder's teaching in the home and garden.
- The inspector took into account the views of parents through written testimonials and by talking with a parent.
- The inspector carried out a joint evaluation of children's learning with the childminder.
- The inspector spoke with the childminder, assistant and children at appropriate times during the inspection.
- The inspector sampled paperwork, including children's records, suitability records, planning and self-evaluation.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has successfully improved her provision and discusses ongoing changes to the environment with her assistant. For example, she has added a mud kitchen for children to explore the natural world and a gazebo to help make the outside accessible all year round. The childminder also shares information with parents more effectively. For example, she regularly and effectively exchanges information with parents and other professionals. The childminder and her assistant attend relevant training to understand how to act on any concerns about the welfare of any child and how to keep children safe. Arrangements for safeguarding are effective. Good partnerships with local playgroups and schools help children to cope with changes and the childminder prepares them well for moving on.

### Quality of teaching, learning and assessment is good

The childminder plans good-quality experiences for the children. She teaches them about the natural world and encourages them to use mathematics in their play. For example, when making birdfeeders she gets children to talk about what birds they may see. Children also count the number of pieces of food they have threaded onto pipe cleaners. Children love experimenting with water. They pour it into funnels and watch as it comes out the end. The childminder extends children's exploration and learning. For example, she added ice cubes to the water in the builder's tray and talked with the children about how the ice cubes melted in the sun and their hands. Children develop good physical skills and coordination. For example, the childminder helped them to squirt water from a tube to make toy ducks move across the water in the tray.

### Personal development, behaviour and welfare are good

Children have plenty of control over their play and learning. They can choose what to play with indoors or outside. The childminder and her assistant are good role models and remind children about being kind to each other. Children show care and respect for each other. For example, they readily shared the spades and buckets when playing in the sand, and made castles for each other to knock down. The childminder provides healthy food and snacks. Children learn to make healthy choices and help clear up afterwards. For example, they put plates and cups into the dishwasher ready for cleaning. The children learn about other cultures. For example, parents bring in foods from other countries, share traditions and show children the different clothes they wear.

### Outcomes for children are good

Children enjoy their time with the childminder. They progress well in their learning and develop good self-care skills. For example, children recognise when they are thirsty, fetch their own drinks and use spoons well to eat yoghurts at lunchtime.

## Setting details

<b>Unique reference number</b>	EY436104
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1049481
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 July 2014
<b>Telephone number</b>	

The childminder registered in 2011. She lives in the Tuffley area of Gloucester. She works with an assistant and offers care on a daily basis from 7am to 7pm, all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

