

Childminder report

Inspection date: 7 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, welcoming and homely environment where children feel safe and secure. Children have formed strong relationships with both the childminder and her assistant, and demonstrate that they are emotionally secure. They feel comfortable playing alongside adults or enjoy sitting on laps or nearby when listening to stories. Effective settling-in processes are in place and the childminder knows the children very well. She can confidently talk about their abilities, likes and dislikes and family backgrounds. She recognises what children can already do and identifies their next steps in learning accurately.

There is a strong focus on mathematical development and children have numerous opportunities to explore small and large numbers in their environment. They have access to tape measures, which they use to measure themselves and objects. The assistant encourages children to explore and talk about numbers during play. The childminder encourages children to count in both English and Spanish to develop their understanding of different languages. For example, when playing catch with a balloon, toddlers demonstrate they can count in sequence from one to eight and repeat Spanish numbers clearly.

The childminder has high expectations for children's behaviour and they behave exceptionally well. They share and take turns, play alongside each other very well and are extremely polite. Children demonstrate respect for the childminder and her assistant. For example, when asked to tidy up, children respond quickly to instructions. The childminder provides children with clear and consistent behavioural boundaries, so they understand the difference between right and wrong, and avoid conflict and disputes.

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

- The childminder incorporates children's interests well into planned activities. For example, older children show an interest in construction and have opportunities to explore a wide selection of play tools and wood from the garden. They build and construct and have good opportunities to extend their learning through observing the assistant using drills and screws to develop their play. Children are well motivated to learn and remain engaged and focused in activities for long periods.
- The childminder adopts a positive attitude towards making improvements to practice and self-evaluates her provision through attending regular meetings, local support groups and training courses. She seeks the views of her assistants and values their opinions to enhance the quality of the provision.
- Children have access to a large range of high-quality toys and resources that support their learning and development successfully. However, the childminder

misses opportunities to fully support children's early writing skills so that they make the best possible progress.

- Children make very good progress with their speech and language and are confident when communicating with adults and peers. They express their views and opinions with clarity and have a wide range of vocabulary. Children enjoy looking at books together and ask questions such as 'what is it?' The childminder and assistant provide numerous opportunities for children to listen and join in with stories. Children remain focused and engaged, talking about what they see.
- The childminder builds good relationships with parents. She keeps in regular contact with parents throughout the day and shares photographs and observations of children's activities. Parents describe the environment as 'warm and inviting where children are nurtured and supported to develop'. They make positive comments about the care that the childminder provides, such as 'fantastic range of activities', 'communication is constantly detailed' and 'takes on children as one of her own'.
- Teaching is strong. The childminder has good knowledge of the early years foundation stage and uses this to create an exciting and diverse curriculum, across all areas of learning, so children make good progress overall.
- The childminder has established effective partnerships with local pre-schools. She regularly visits other settings where children attend and shares their learning and progress reports. This helps to create a consistent approach to children's learning and development, and supports their move on to school or the next stage in their learning.
- Children have plenty of rich opportunities to explore the outdoors and meet new people. The childminder organises weekly trips to the local library, parks, toddler groups and playgroups. Children have a safe and secure outdoor garden area and enjoy exploring a large forest area when on nature walks. Children make good progress with their physical development and exceptional progress with their speech, language and social skills, especially younger children.
- Children have opportunities to take risks and develop their independence as they cut fruit with knives. They understand that knives are sharp and the childminder reinforces elements of safety through comments such as 'watch your fingers when cutting'. However, on occasions, the childminder misses opportunities to develop children's independence and key skills, especially in relation to self-care, such as putting on shoes and coats, or drying hands after toileting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge updated regularly through attending training courses. She can identify signs and symptoms which may indicate that a child is at risk of harm. She is also aware of wider safeguarding concerns and who to contact if concerned about a child in her care. The assistant has a clear understanding of how to keep children safe. He is aware of all policies and procedures around safeguarding and knows who to contact if he has concerns. Risk assessments are in place and updated on a regular basis.

What does the setting need to do to improve?

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

- provide more consistent opportunities for children to develop and practise their writing skills from an early age
- make better use of opportunities to help children develop their independence further.

Setting details

Unique reference number	100726
Local authority	Gloucestershire
Inspection number	10124935
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 1991 and lives in Cinderford, Gloucestershire. She works with her husband, who is registered as her assistant. The childminder has occasional help from another assistant. She operates Monday to Friday from 8.30am to 5pm, for 45 weeks of the year. The childminder holds a relevant early years qualification at level 3. She receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Becky Mulcahy

Inspection activities

- The inspector discussed the quality of teaching with the childminder through a joint observation.
- The inspector sampled a variety of documentation such as first-aid certificates, risk assessments, policies and procedures and suitability checks for both the childminder and her assistant.
- The inspector took account of parents' views through written testimonials and feedback.
- Children's learning and development records were sampled, and the inspector tracked the progress of one child present at the time of inspection.
- The inspector spoke to both the childminder and the assistant present at the time of the inspection.
- The inspector observed both child-initiated and adult-led activities.

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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