

Childminder report

Inspection date: 4 December 2019

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 have a wide range of opportunities to explore the local area at this setting. This means they have developed a sense of wonder for the natural world, for example during walks along the towpath looking at canal boats. Children talk about the different wildlife they see along the way. They discuss habitats and notice changes in the environment. Open-ended and natural resources that are available inside extend this. For example, children explore different textures and shapes of natural resources, which extends their language.

Parents speak with warmth about the care children receive. Children and siblings have been attending for some time, and the childminder's relationships with them continue as children transition into school. This means she knows families and children very well. Links to home are plentiful and communication between parents and setting are good.

The childminder and her assistants work well as a team. On occasions, they network with other childminders. For example, they meet up to attend craft workshops or visit the park. This means children have wider opportunities to make friends in new social situations. Warm relationships are evident between staff, children and parents. Children enjoy coming to this setting. Their behaviour is good and they settle very well. These secure attachments enhance children's well-being.

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

- Parents are complementary and comment on the support and flexibility they have. The childminder keeps parents informed in a variety of ways. Assessment is ongoing and parents' views are taken into account. Two year progress checks are completed in line with requirements. However, the childminder does not always make this assessment as clear as she could to parents. The childminder and her assistants can talk with confidence about the children in their care, although, on occasions, assessment is not always fully reflective of all of what the children know and can do.
- The childminder has a positive approach to training and furthering her knowledge. She uses a range of external agencies and support to further professional development. She is able to share her learning with her assistants and talk about the impact on practice at her setting. The means her approach to training focuses on what needs to improve for the children in her care.
- The childminder is very well organised. Assistants use policies and procedures to support them in their role. Children are safe at this setting. The environment is clean, well maintained and well organised. Children can access resources and explore both adult-led and child-initiated play. There is a wide range of open-ended resources available. This means children's imagination, creativity and

problem-solving skills are in evidence.

- Children's interests direct play. For example, a child's recent trip to a theme park sparked conversation. Children were then encouraged to recreate the 'grand parade' with their teddies. They marched around the room with their toys, re-enacting what they had seen. This made links with what they knew and built on their learning. On occasions, the very youngest children do not receive the same opportunities as interactions at times are too short and fleeting, which means opportunities are missed to extend their learning.
- Children's physical skills are very well supported at this setting. A wide range of resources allow children to squish, twist, pull, thread and pat. This means they build on their small-muscle skills and develop hand-to-eye coordination. Children then narrate what they are doing, building on communication and language. Staff extend this well to build on children's vocabulary.
- The childminder can identify special educational needs and/or disabilities (SEND) effectively. She knows how to refer a child for further assessment. The childminder works well with different agencies. She knows who to ask for further support. The childminder acts upon advice given from multi-agencies. She ensures relevant documentation is up to date.
- Children explore their local environment. For example, they go on shopping trips into the city on the bus and on winter walks to look for items that tell them it is winter. Children run about with excitement, searching for big and small leaves. They comment on the shape and colour, and say that some are 'massive'. Bird nesting boxes are visible, and children look and wonder who lives there. Discussions around different habitats take place. Children make links to the birds that live on the canal and the birds that live in the trees.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedure for referring children and families for Early Help. Documentation is well-organised, and comprehensive safeguarding chronologies held. Staff can talk about aspects of safeguarding and know where to go and what to look for. The childminder ensures that assistants understand their duty to keep children safe. She provides clear procedures to do so. The childminder can reflect and act on aspects of her provision. The safety of children drives her practice. The childminder adapts practice to make improvements. This supports her assistants with safeguarding children.

What does the setting need to do to improve?

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

- extend opportunities for the very youngest children to follow their interests and benefit more fully from sustained quality interactions with adults

- make the two-year-old progress check assessment clearer to ensure parents know what it is and why is it completed.

Setting details

Unique reference number	EY315487
Local authority	Gloucestershire
Inspection number	10060816
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	9
Number of children on roll	11
Date of previous inspection	21 April 2015

Information about this early years setting

The childminder registered in 2005 and lives in the Hardwicke area of Gloucester. She operates Monday to Friday from 7.30am to 6pm, all year round. The childminder works with one full-time assistant and two part-time assistants. She has a relevant qualification at level 3. The childminder receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspector and the childminder took part in a joint observation.
- The inspector met parents and considered their views.
- The inspector sampled documentation and looked at policies and procedures.
- Children were observed at play, both inside and outside.
- The inspector held discussions with the childminder, her assistant and the children present.
- The inspector held discussions with the childminder about leadership and management at appropriate times throughout the inspection.

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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