

# Childminder report

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Inspection date: 10 December 2019

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder and her assistant provide children with the highest quality of care. They plan a rich and varied selection of activities inside and outdoors, which captivate children's interests. Children are extremely happy and feel safe, secure and ready to learn. Young children laugh, jump and shake with excitement as the activities are being prepared and introduced.

The childminder places a sharp focus on developing children's independence. Children have opportunities to challenge themselves, take risk and learn important life skills to prepare them for their next stage in learning. For example, in the outdoor area, children make their own chairs, tables, bug hotels and a mud kitchen from spare wood, using a selection of different tools. The childminder supports children exceptionally well to develop their self-care skills, so they can independently manage their own personal needs. Children are confident and independent learners.

The childminder and her assistant have extremely high expectations for children's behaviour, and this is reflected in the way that children behave. Children are kind and very polite. For example, when adults are talking, older children say 'excuse me' before engaging in conversation and ask to get down from the table when they have finished. Younger children say 'please' and 'thank you' at mealtimes. Children have a clear understanding of rules and boundaries and show an excellent understanding as to why certain behaviours are not acceptable. Older children know that they must not run indoors because it is dangerous to themselves and others and that 'they might slip'.

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

- The childminder has established strong links with other childminders in the local area. She uses her wealth of experience and knowledge to share high-quality practice and raise standards for children. In addition to this, she manages a weekly childminder group. This provides children with the opportunity to make new friends and meet new people from the wider community, to fully support their social skills and prepare children for school.
- Partnership with parents and carers are exceptional. The childminder keeps parents well informed and updated about their children's learning through observations, photographs and regular assessments. Parents comment that 'communication is great'. They speak very highly about the childminder and her assistant and say that 'they are extremely professional, but full of heart and care'. The childminder also supports parents and children in their home environment to ensure learning and development are consistent and children achieve the best possible outcomes.

- The childminder and her assistant provide numerous opportunities to support children's speech and language and widen vocabulary through shared stories and play. Children learn, understand and use more complex words. For example, during a role-play game, children learn new words such as 'patient', 'resuscitation' and 'surgical mask'.
- The childminder is highly reflective about the quality of her practice. She regularly evaluates the work of the setting to drive improvement to ensure she consistently maintains the highest possible standards for all children.
- Children develop an interest in early mathematics from a young age. The childminder skilfully incorporates the use of numbers into everyday conversation and play. For example, before opening the advent calendar, children discuss what number they need to find. They confidently count in sequence from one to 10 and talk about the different numbers which make up the number 10. Older children quickly recognise larger numbers.
- Children demonstrate that they can engage and focus for extremely long periods and display excellent attitudes towards learning. Their behaviour is excellent. The childminder supports children exceptionally well to persevere with challenge to complete difficult tasks, such as when using scissors to cut around shapes.
- Children benefit from a wide array of outdoor learning experiences to develop their knowledge and understanding about the world and experience communities beyond their own. For instance, children visit the local hospital, post office, cathedral, airport and cafés. They also help the local residents with their gardening, to develop their physical skills.
- The childminder takes time to get to know the children and their families from the start. For example, she offers parents home visits as part of the settling-in process, where the childminder can observe the children and establish starting points from parents. Children settle extremely well, make rapid progress in their learning and form strong bonds with both the childminder and her assistant.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant update their safeguarding knowledge frequently through regular training. They have an excellent knowledge and understanding of safeguarding and child protection. They are quick to identify signs and symptoms which may indicate a child is at risk of harm, including wider safeguarding concerns such as the 'Prevent' duty. They understand their role and responsibility to safeguard children and know who to contact if they have any concerns. The childminder teaches children how to keep themselves safe to help prevent them from having accidents. For instance, they have an excellent understanding of why they need to tidy away toys and resources, so they do not trip or fall. They understand why they must not run indoors.

## Setting details

<b>Unique reference number</b>	100825
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124938
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	17 November 2015

## Information about this early years setting

The childminder registered in 2000. She lives in the Longlevens area of Gloucester. She offers care Monday to Friday from 7.30am to 5pm. She is in receipt of funding to provide free early education for children age two, three and four. She works with an assistant.

## Information about this inspection

### Inspector

Becky Mulcahy

### Inspection activities

- The inspector took account of the views of parents through written testimonials.
- The inspector checked the suitability documentation for both the childminder and her assistant, along with first -id certificates.
- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector tracked children's progress, and sampled learning and developmental records.
- The inspector viewed areas of the house used for childminding, inside and outdoors of the provision.

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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