

Childminder report

Inspection date: 8 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

Children show excitement, enthusiasm and motivation to learn at this setting. Relationships between peers and the childminder are very warm, respectful and loving. The childminder works hard to make sure there is a sense of kindness and joy in her home. Children get involved with small tasks with great pride. They want to help each other and the childminder, working together as a team. Behaviour strategies at this setting are very good. Children are polite and take turns, and this is modelled very well by the childminder. Children have good social skills and learn ways to be positive role models for the future. Children are active learners who engage well with the activities offered. Their emotional well-being is also supported in a range of positive ways.

The childminder is very well organised. She keeps accurate records and adheres to her policies and procedures. Documentation is accurate and precise. Support for children with special educational needs and/or disabilities (SEND) is timely at this setting. The childminder has a good understanding of the processes involved to refer children. This helps children with SEND to make good progress. The childminder is proactive with her engagement with other professionals. This means children and families receive intervention that impacts positively on their children's development.

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

- Partnerships with parents are positive. Parents communicate how supportive the childminder is. They feel confident about the good-quality care children receive. The childminder shares information with parents in a variety of ways. This helps learning cascade into the home and it is a two-way process. Parents communicate that children make very good progress at this setting. In particular, those parents whose children have additional support. Parents further communicate that children are very happy, excited and 'can't wait' to go.
- The childminder builds on children's interests in their learning. She helps children make links in their play through the use of skilful teaching techniques. Children learn from their mistakes and become active thinkers. The childminder ensures children have space and time to explore. Children share their thoughts and are involved in their own learning. For example, the childminder and children work together to create an elaborate plastic play character. The children and childminder all contribute. Talk is sustained through positive questioning. This supports yet does not dominate children's play.
- Children make good progress in all seven areas of learning. In particular, mathematical concepts weave through most aspects of children's learning. Children can talk about what they see and what they know. On occasions, learning opportunities are not maximised for the most able children. This means

that what they know and experience is not always stretched to get the most out of an activity.

- The childminder organises the outside area well. Children's needs, interests and ages inform the activities on offer. The childminder has had areas landscaped in response to their interests. Children's physical development is very well supported in the garden. They have opportunities to run, jump, explore, create and have fun. Children think about their safety. For example, they climbed the ladder onto the trampoline and were then asked, 'What next?' Children then did up the zip themselves before jumping with excitement.
- The childminder can talk about her own practice. She can reflect on her strengths and knows what she needs to do to improve. This helps her strive to continually develop her practice in response to children's needs. The childminder is passionate about early years. She wants to create a place where children thrive.
- The cleanliness and organisation of the premises are exceptional. Resources are available and children know how to access them when they want to. Children could have further opportunities to provoke and invite learning. For example, books, though accessible, are in a box. This means books are not presented in such a way that children always want to explore them further.
- Assessment is accurate and focused. The childminder's teaching supports children's learning well. She can talk about the progress children are making in her care and swiftly identifies any gaps that need closing. The childminder uses an effective cycle of observation, planning and assessment. Children are well prepared for school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can effectively explain what to do if she has concerns over a child's well-being, physical or emotional needs in relation to safeguarding concerns. The childminder knows who to contact, and how to do so, if she has a concern. Children are kept safe through very effective risk assessments, health and safety policies and procedures. The childminder considers how to keep children safe in a variety of ways. For example, she has created an emergency contact book to be kept in her vehicle or upon her person so that children can be identified in any eventuality. The safety and well-being of the children in her care is paramount. Children are encouraged to learn about risk and healthy practices in a practical way.

What does the setting need to do to improve?

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

- build on what children know, offering greater challenge for the most able

children

- make books more accessible to the children to provoke and invite learning.

Setting details

Unique reference number	101007
Local authority	Gloucestershire
Inspection number	10060685
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	20
Date of previous inspection	26 June 2015

Information about this early years setting

The childminder registered in 2000. She lives in the Brockworth area of Gloucester. The childminder provides care throughout the year from 7am to 6pm, and she offers overnight care. The childminder holds a level 3 qualification. She 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 childminder took part in a joint observation.
- The childminder took the inspector on a learning walk of her premises.
- The inspector sampled a range of documentation, including records relating to how children are kept safe.
- The inspector observed the childminder's interactions with children, and children were observed at play, both inside and outside.
- Parents' communications were read and taken into account.

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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