

# Childminder report

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Inspection date: 6 February 2020

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder offers a welcoming and homely environment where children feel happy, safe and secure. Effective settling-in procedures are in place and children quickly form strong attachments with the childminder. Babies smile as they arrive at the provision, separate well from carers and settle instantly with the childminder. Older children are confident to express their needs and wants. Parents comment that the childminder always 'goes the extra mile for the children in her care'.

Children behave very well. The childminder is a positive role model and has high expectations for children's behaviour. She is quick to remind children of her expectations when they forget. For example, when children cough, the childminder gently reminds them that they must put their hand up in front of their mouth so they do not spread germs. There are clear rules, boundaries and routines in place and children respond promptly to instruction, such as when asked to tidy up their toys before moving on to the next activity. The childminder provides children with healthy snacks and nutritious home-cooked meals. Children begin to make healthy choices when selecting what foods to eat. For example, children choose strawberries and raspberries for their snack, and suggest peas to accompany their roast dinner.

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

- The childminder supports children to develop their own independence and promotes their self-care skills well. Children independently select toys and resources that they want to play with and take a lead in their play. Children manage and attend to their own personal needs. For example, at snack time, they wash and dry their own hands and cut their own fruit with a knife. Children are confident and independent learners.
- Partnerships with parents are strong. The childminder keeps parents updated about the care their child receives through verbal daily discussions. She shares children's learning through detailed observations and photographs in written learning journals to keep parents updated of their child's progress. The childminder encourages children to take home 'story bags' on a monthly basis, to help support parents reading with their children and continuing learning at home. Parents describe the childminder as 'caring, loving and considerate'.
- Children make good progress with their mathematical development. They are beginning to develop an understanding of mathematical concepts and use appropriate language such as 'tiny' and 'full'. The childminder encourages children to use numbers during adult-led activities and in their play. Older children can count in sequence from one to 10. Children recognise basic shapes such as 'heart', 'star' and 'circle'.
- The childminder regularly evaluates her practice and is fully committed to

making changes across the provision to raise standards. For example, she is currently looking at introducing the forest school approach to learning, to further enhance children's play opportunities and physical development. She carries out regular parent and child feedback questionnaires to seek the views of those who attend the provision, in order to drive improvement. The childminder has accurately identified that she needs to gather more information about children's development from parents when children first start, to guide planning even further from the beginning.

- The childminder supports children's speech and language development effectively. She engages children in regular conversation throughout the day to extend and build on their communication skills. She speaks clearly and uses repetition of language to help children say words correctly. Children attend a range of local groups where they participate in singing and craft activities. This provides opportunities for children to interact with others and develop their social skills even further.
- The childminder knows the children in her care well and can confidently talk about their capabilities. She plans a wide range of age-appropriate activities to support and prepare them for their next stage in learning. Overall, children make good progress. However, on occasion, the childminder misses opportunities to fully extend and challenge children to maximise learning opportunities and help them achieve the best possible outcomes.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms of when a child may be at risk of harm, including signs of wider safeguarding concerns, such as the 'Prevent' duty. She regularly attends safeguarding training to keep her knowledge up to date and knows who to contact should she have any concerns. Daily risk assessments are carried out before the children arrive at the provision and the premises are kept clean and tidy. The childminder supports children to develop a good understanding of their own personal safety. For example, when children use scissors to cut paper, she makes comments, such as 'never point scissors towards you, always point them away from you'. Children learn how to keep themselves safe.

## **What does the setting need to do to improve?**

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

- work even more closely with parents when children first start at the provision, to gather more detailed information about what their children already know and can do
- strengthen interactions with children to ensure that they are challenged to learn as much as possible.

## Setting details

<b>Unique reference number</b>	100792
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10124936
<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>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 June 2015

## Information about this early years setting

The childminder registered in 1992. She lives in the town of Newent, Gloucestershire. Care is provided on a full- or part-time basis on Tuesday to Friday, term time only, from 8.15 to 5.15pm. the childminder also offers care to children before and after school. She has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Becky Mulcahy

### Inspection activities

- The inspector carried out a joint observation with the childminder to assess the quality of teaching.
- The inspector viewed areas of the home used for childminding.
- The inspector tracked children's progress and sampled their learning and developmental records.
- Suitability documentation for both the childminder and household members was checked, along with the first-aid certificate.
- The inspector took account of the views of parents and carers through written testimonials.

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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