

Childminder report

Inspection date: 7 February 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children have warm and affectionate bonds with the kind and caring childminder. They are happy and relaxed in her care. Children are motivated to learn and independently explore the toys and play activities provided. Young children are becoming confident in their play. They return to the childminder for a reassuring cuddle when they are tired. The childminder helps children to be independent and supports young children to take part in daily routines. They learn to take large steps and hold on to the rail as they climb the stairs to the bathroom. Children confidently manage their own personal care. They develop good hand-eye coordination as they excitedly try to throw hoops over a cone. Children's early literacy skills are developing well. They use large chinks to draw pictures. Younger children delight as they pretend to water the plants with a watering can. Children behave well and show a good understanding of rules and boundaries. They listen to instructions and display a 'can-do' attitude as they put on their shoes and coats for outdoor play. Children enjoy daily opportunities for fresh air and exercise. They learn about road safety when walking to pre-school. Children respond well to the childminder's instructions. The childminder assesses children's safety and gives them permission to run ahead. Children understand that they must stop at the nearest lamp post and wait until the childminder and younger children catch up.

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

- The childminder demonstrates a good understanding of how to support children's progress. The childminder promotes children's communication and language skills well. For example, she models sounds and single words, and clearly repeats words for young children to copy. The childminder enthusiastically sings rhymes and melodies, which helps children's vocabulary.
- Children are curious as they investigate the sounds different musical instruments make. They develop an understanding of cause and effect as they use simple technological equipment, such as a musical floor mat. Children use voice activated technology to request their favourite song. Although children enjoy singing along to the song at first, this plays repeatedly in the background, and distracts them from becoming fully focused during their play. The childminder has yet to fully consider ways to use music purposefully to support children's learning.
- Children choose from a wide range of books. They climb onto the childminder's lap and ask her to read to them. The childminder talks to children about what they can see in the pictures and misses out familiar phrases so children can share their ideas. Young children carefully turn the pages of the book. Children begin to develop an understanding of more complex words, such as 'cocoon'.
- Partnerships with parents are good. When children start, the childminder gathers a range of information to develop an understanding of children's individual care

needs, routines and stage of development. She uses a range of methods to keep in contact with parents, including daily communication diaries and verbal feedback. Parents' written comments note the childminder's 'caring nature' and state that they feel well informed about their children's learning and progress.

- The childminder works effectively with other settings that children attend. She regularly shares information with them to enhance children's experiences and maintain continuity in their learning.
- The childminder makes the most of spontaneous opportunities to support children's mathematical knowledge and skills. Children are encouraged to count throughout the day. The childminder helps children to develop a deeper understanding of more complex mathematical concepts, such as time.
- Children develop an awareness of cultures and traditions. They enjoy learning about festivals and celebrations from around the world. Children reflect on past learning. They proudly show visitors photos of them exploring noodles and making symbols for Chinese New Year. The childminder effectively supports children to use their home language during their play. The childminder translates songs that children sing from home.
- Although the childminder has undertaken some training, she does not always reflect on her practice to establish a highly targeted programme of professional development to ensure that her skills and knowledge improve consistently to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive knowledge of safeguarding and child protection procedures. She can clearly identify the signs and symptoms which may indicate that a child is at risk of harm. The childminder has a clear understanding of wider safeguarding issues and knows the procedure to follow and professionals to contact if she has concerns. Children practise fire evacuations with the childminder so they know what to do in an emergency. The childminder ensures her first-aid qualification is kept up to date and understands she must ensure required suitability checks are completed for all adults living in the home.

What does the setting need to do to improve?

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

- minimise unnecessary background noise to support children's concentration and prevent them from becoming distracted in their learning.
- make better use of self-reflection to identify a more targeted plan for professional development to increase knowledge and skills further and raise the quality of teaching to the highest level.

Setting details

Unique reference number	100851
Local authority	Gloucestershire
Inspection number	10125352
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 12
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 October 2015

Information about this early years setting

The childminder registered in 2000. She lives in the Quedgeley area of Gloucester. The childminder offers childcare before, during and after school and in school holidays. She holds level 3 qualifications in childminding practice and in early years care and education. The childminder receives funding for early education for children aged two, three and four years.

Information about this inspection

Inspector

Holly Smith

Inspection activities

- The inspector had a tour of the premises and invited the childminder to take part in a joint observation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how the early years provision and the curriculum is organised.
- The inspector looked at relevant documentation, including evidence of the suitability of people living in the household.
- The inspector took account of the views of parents through written documentation.
- The inspector spoke to children at appropriate times during 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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