

# Childminder report

---

Inspection date: 21 February 2020

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is good**

Children form strong attachments with the childminder and her assistant. They settle quickly and feel safe, secure and ready to learn. The childminder has effective settling-in procedures and gets to know the children and families in her care well. She gathers detailed information about the children before they attend, which helps her plan interesting and age-appropriate activities. This helps to support and prepare children for their next stage in learning, or school. Parents describe the activities as 'engaging, educational and varied'.

Children are very happy and have fun. They laugh with excitement as they listen and join in with stories and and play with their friends. Children have a can-do attitude and persevere. They concentrate when carrying out activities and take pride in their achievements when they complete a task, making comments such as 'I did it!'. The childminder and her assistant have high expectations for children's behaviour. They are quick to remind children of these expectations. For example, when children become too loud, they are told 'they can have fun without shouting', and children lower their voices. When children do not hear something the first time, they are prompted to say 'pardon'. Children are polite and have good manners. They follow instructions and behave well.

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

- Partnerships with parents are strong. The childminder keeps parents informed about the care provided through verbal discussions and daily diaries. She shares children's progress through written observations, photographs and accurate assessment checks. The childminder provides home learning packs for parents to share with their children. This supports and extends learning outside of the provision, especially in relation to reading. Parents comment that they are very happy with the care their children receive and describe it as 'brilliant'. They comment that they feel 'confident leaving their children' and that the children are 'in the best possible place'.
- The childminder and her assistant know the children very well. The childminder plans effectively to support children's learning, and, overall, children make good progress. However, on occasion, the childminder and her assistant miss opportunities to fully extend and challenge children to maximise learning opportunities and help them achieve the best possible outcomes.
- The childminder places a strong emphasis on outdoor learning, and children benefit from a wide range of experiences. She supports children to manage risks in their play through close supervision, for example when climbing small ladders or using real tools to help construct a rabbit hutch in the garden. The childminder takes children to the local park and shops, and organises outings to garden centres and soft-play centres. Children visit the local fire station, hospital

and dentist, and are introduced to the wider community beyond their own. This provides opportunities for children to interact with others, develop their social skills and build their confidence, to prepare them for the next stage in their learning.

- The childminder and her assistant encourage children to develop their independence by supporting them to complete age-appropriate tasks by themselves, for example tidying their toys before moving on to the next activity. Children confidently manage their own personal needs well. For example, they wash and dry their hands before mealtimes and put on shoes and coats before playing outdoors.
- The childminder regularly evaluates and reflects on her practice with her assistant. She incorporates the views of parents through feedback questionnaires to drive improvement. The childminder attends mandatory training, including child protection and paediatric first aid, to keep her knowledge current and up to date. However, she does not place a sharp enough focus on her professional development, to ensure that she keeps up to date with legislative changes and training, to help continuously strengthen and raise the quality of teaching to the highest level.
- The childminder and her assistant promote children's speech and language well, engaging children in frequent conversations. Children speak clearly and have a broad range of vocabulary. They sing songs and make up their own rhymes as they play. Children have numerous opportunities to listen to stories with the childminder and her assistant as they read to them on the sofa. Children are introduced to basic letter sounds such as 's' for spider, which helps support their early literacy skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant are able to identify signs and symptoms of abuse, including wider safeguarding concerns such as the 'Prevent' duty. They are aware of their role and responsibilities to safeguard children and know who to contact should they have any concerns about children's safety or welfare. The childminder carries out daily risk assessments of the premises before children arrive and assesses all activities that children take part in. She frequently carries out further safety checks, such as ensuring the smoke alarms work and carrying out fire drills. This helps to keep children safe.

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

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

- continue to identify ways to access further training opportunities to extend knowledge and skills to the highest levels

- consider further ways to fully extend and challenge children, to help them make the best possible progress in their learning and development.

## Setting details

<b>Unique reference number</b>	101158
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10125357
<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 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	25 November 2015

## Information about this early years setting

The childminder registered in 1993. She lives in Cheltenham, Gloucestershire and works with her daughter, who is a registered assistant. The childminder receives funding for the provision of free early education for children aged three and four years. The childminder offers full-time care, including out-of-school care, all year round. She also offers overnight care.

## Information about this inspection

### Inspector

Becky Mulcahy

### Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector spoke to parents and took account of written feedback and testimonials.
- Children's learning and developmental records were sampled, and the inspector tracked the progress of individual children.
- The inspector carried out a joint observation to assess the quality of teaching.
- A range of documentation was reviewed by the inspector, including policies and procedures, training certificates and the evidence of suitability of the childminder and her assistant.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020