

Childminder report

Inspection date: 21 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 develop strong and trusting relationships with the childminder, who knows their individual needs well. They demonstrate that they feel comfortable in the childminder's home and interact confidently with visitors. For example, children introduce themselves by name and eagerly show visitors a bird feeder that is attached to the window. They learn to care for living things. Children explain that the birds will fly down to eat the seeds. Babies and young children show that they feel safe and secure. The childminder responds to children's requests and quickly recognises when they become hungry or tired, or are simply in need of a cuddle. Babies snuggle into the childminder and fall asleep in his arms. Children enjoy the childminder's company and have great fun together as they play outside in the fresh air. They learn to manage risks safely and excitedly climb, balance and jump across an obstacle course set up in the garden. Children thrive on praise for their achievements and display high levels of self-esteem. Children giggle as they chase bubbles and burst them between their hands. They talk about the size of the bubbles and watch intently as they float up to the sky. Older children develop good levels of coordination and work well together. They are patient and persevere as they carefully thread material through a 'weaving board'.

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

- The childminder uses his good knowledge of children to identify what they need to learn next. Children's communication and language skills are supported well. For example, the childminder talks to children as they play and skilfully asks questions to develop their speech and vocabulary further. However, on occasions, he does not always fully encourage younger and less confident children to join in and explore the learning activities on offer.
- Children have opportunities to engage in role-play activities based on their own real-life experiences. They use their imagination and pretend to be doctors, inviting the childminder to join in with their play as the patient. Children use a stethoscope to listen to the childminder's heart. He enthusiastically demonstrates how to use a pretend blood pressure monitor to extend children's learning of how things work.
- Children enjoy being physically active outdoors in the fresh air. The childminder takes them on outings to help promote their understanding of the world around them. For example, children have opportunities to visit local woodland areas to take the childminder's pet dogs, 'Daisy' and 'Doodles', for walks, build dens and learn to climb trees.
- Children behave well. The childminder is a positive role model and uses clear and consistent guidance to ensure children fully understand his expectations for their behaviour and remain safe.
- The childminder completes regular training and speaks with other professionals

to refresh and develop his knowledge and skills further. He regularly reviews the provision, alongside his co-childminder, to ensure that resources and play activities remain interesting and exciting for children.

- Children show good levels of independence and are becoming increasingly capable of managing their own self-care. The childminder teaches children the importance of daily routines, such as handwashing before mealtimes. He supports them to remove their coats and shoes after outdoor play.
- Parents speak highly of the childminder and his co-childminder. They value the home-from-home environment and comment positively on the level of support and guidance they receive. Parents state 'they are more than childminders - they are like family'. They appreciate the childminder's dedication to children's learning and highlight the progress they have made since attending. However, the childminder is not as successful at encouraging parents to share information about children's learning at home, to further enhance and complement children's planning and assessment and fully support children's progress to the highest level.
- The childminder teaches children to acknowledge and respect those who are different from them. He introduces seasonal celebrations and provides opportunities for children to join in with cultural celebrations and festivals that are different from their own. For instance, during December, children discussed traditional symbols such as the 'menorah' when learning about Christian and Jewish celebrations.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection and safeguarding procedures. He is able to identify the possible indicators of abuse and neglect and has attended recent training to enhance his understanding of wider safeguarding issues, such as the 'Prevent' duty. The childminder ensures children play in a secure environment. He supervises children well and teaches them how to manage their own safety effectively. For example, he helps children learn how to keep safe at home, on outings and when playing around the pet dogs.

What does the setting need to do to improve?

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

- review the implementation of activities to further encourage all children to join in and explore the play activities on offer
- build on opportunities for parents to share more information about their children's learning at home, to further enhance and complement children's planning and assessment and support their progress to the highest level.

Setting details

Unique reference number	EY313750
Local authority	Gloucestershire
Inspection number	10125589
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 April 2015

Information about this early years setting

The childminder registered in 2007 and lives in Cheltenham. He operates Monday to Friday from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification and works alongside a co-childminder.

Information about this inspection

Inspector

Holly Smith

Inspection activities

- The inspector had a tour of the premises and held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector invited the childminder to participate in a joint observation. She considered the quality of teaching during activities and the impact this had on children's learning.
- The inspector sampled documentation.
- The inspector took account of the views of parents through written testimonials.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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