

# Childminder report

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Inspection date: 21 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children settle well in the childminder's home-from-home environment. They are happy and display a strong sense of belonging. Children develop close bonds with the childminder, her co-childminder and their peers. They confidently show visitors photographs from their learning diaries and affectionately talk about their friends who are not there that day. Children learn to do things for themselves. The childminder supports children's independence and encourages them to complete small tasks. For example, they put on their coats and shoes and display a can-do attitude as they try to fasten these themselves. Children use mathematical language such as 'big' and 'little' as they compare the sizes of the zip on their coats and shoes. They are motivated and eager to learn. Children are confident and independently choose what they would like to play with as they move freely around the environment. Children use their imagination and make links to experiences from home. They pretend to go shopping and show control as they navigate a toy trolley around the room, filling it with make-believe food. Children become engrossed in role play. They show care and consideration as they pretend to feed and change baby dolls and put them down on a blanket to sleep.

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

- The childminder has a good understanding of how children learn. She knows children well and adapts her teaching to support their individual interests and learning styles. For example, the childminder introduces additional resources, such as a doctors kit, to enhance children's pretend play. She uses praise and encouragement to promote children's sense of achievement, confidence and self-esteem. This supports children's emotional well-being.
- Children excitedly explore the sensory activities on offer. They use their hands to mix shaving foam with coloured paints and delight in making marks with wooden sticks. Although the childminder introduces language such as 'blue' and 'yellow' to support children's recognition of colour, she sometimes misses opportunities to challenge older children's thinking skills and extend their learning further.
- The childminder and her co-childminder are positive role models. They have high expectations for all children in their care. Children behave well. They are familiar with daily routines and respond well to the childminder's requests. For example, they eagerly help her to tidy away the toys when they have finished playing.
- Children develop the skills they need for future learning. They listen attentively to stories and are beginning to recognise the letters in their names. The childminder provides activities that enhance children's hand-to-eye coordination and small-muscle skills. For example, children spread glue onto small buttons and stick them onto the letters in their name.
- The childminder uses information gained from her observations of children to plan a range of enjoyable and interesting learning experiences. She keeps

children's families well informed about children's progress, for instance through learning diaries, verbal feedback and posts on the setting's social media page. However, the childminder is yet to find fully effective ways to encourage parents to share children's learning and achievements from home, to further inform the already good planning and assessment and fully support their progress to the highest level.

- The childminder works well with other professionals, such as health visitors. She understands the importance of sharing information to ensure consistency in children's care and learning.
- The childminder supports children to lead a healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of safety. They learn to manage risks from a young age. For example, the childminder stands close by and explains that children must be careful as they climb steps in the garden.
- The childminder is reflective and regularly evaluates the childminding provision. She engages in professional discussion with her co-childminder to share ideas and consider ways to enhance the service they provide. The childminder attends regular training to ensure her knowledge remains up to date.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a comprehensive range of policies to underpin her good practice and promote children's safety and welfare. She undertakes regular training to ensure policies are in line with local authority guidance. The childminder has an up-to-date knowledge and understanding of child protection and safeguarding procedures. She is clear about her role and responsibility to keep children safe. The childminder can recognise the possible indicators of abuse and has a clear knowledge of how to respond to any concerns about children's safety or welfare.

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

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

- build on opportunities to challenge older children's thinking skills and extend their learning even further
- consider further ways to encourage parents to consistently share information about children's achievements from home, to enhance the already good planning and assessment and fully support their progress to the highest level.

## Setting details

<b>Unique reference number</b>	101144
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10125356
<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 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	30 April 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Cheltenham. She 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. She provides funded 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 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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