

Childminder report

Inspection date: 12 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form secure relationships with the caring childminder and her assistants. They make choices in their learning from the wide range of resources and activities on offer. The childminder provides a welcoming learning environment and children can choose to play indoors or outdoors throughout the day.

Children are happy and confident. They gain good social skills and become independent in their self-care skills. Children of different ages play well together and build friendships. For example, younger children thoroughly enjoy finding coloured stones in the garden and share their 'treasure' with their older friends.

Children enjoy being physically active outdoors. They scramble up the climbing frame to access the platform, climb up steps to the slide, move over and through the tunnel. They use a variety of ride-on toys and negotiate space and obstacles with control. The childminder has high expectations for children's behaviour.

Due to the COVID-19 pandemic, the childminder has reduced the time parents are in the setting. Parents drop off and collect children from the door. The childminder shares information with parents about their child's day during a short discussion on collection and shares in-depth information about children's learning and progress using an electronic system.

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

- The childminder knows what she wants children to learn and offers high-quality inclusive care and education, including for those children who receive additional funding. The childminder supervises her assistants effectively and has regular meetings with them. Together they reflect on the quality of the provision and make improvements. For example, they have made changes to the outdoor area to enhance children's learning.
- The childminder and her assistants know what they want children to learn. They plan a wide range of stimulating activities and experiences based on children's interests and next steps in learning to help them achieve. However, the adults do not consistently ask children questions to extend their thinking and problem-solving skills further. For example, as children explore coloured foam, adults ask them a question about the texture and do not give children time to think and respond.
- Children develop good communication and language skills. Adults introduce new words, such as 'aubergine', to increase children's vocabulary, and engage children in conversation to reinforce their understanding. Adults role model language well. They repeat back words correctly and extend children's short phrases into sentences.

- All children are keen to practise their early writing skills. They show good concentration skills for their age. Younger children draw patterns in foam with their fingers. Older children form recognisable letters and are beginning to sound these out.
- Adults introduce mathematics into a range of activities. Children become competent in their counting skills and number recognition. Younger children eagerly collect coloured stones in their bucket and count them. Older children move around the garden looking at laminated cards and recognise written numerals up to 10. They count the spots on the printed dominoes accurately to check they are right.
- Children experiment with a range of media and materials. They are keen to talk about their creations, such as rainbow pictures with pots of gold at the end. They enjoy mixing paint. Older children share their knowledge of colour mixing, telling younger children that blue and yellow make green. Adults give children plenty of praise and encourage them to take pride in their achievements. This boosts their good levels of self-esteem and confidence.
- Partnerships with parents are strong. Parents report positively about the childminder and her assistants. They appreciate her flexibility to meet their family needs. Adults work effectively with parents to help children become toilet trained. The childminder liaises with other professionals, such as speech and language therapists, to help close any gaps in children's development. She works with other settings children attend to provide consistency.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have recently updated their safeguarding training. They are confident about what to do if they have any concerns about a child or if an allegation is made against adults. Adults teach children to keep themselves safe. For example, they give children good explanations about why they should not use the ride-on toys near the two steps that lead down to the patio area.

What does the setting need to do to improve?

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

- use effective questioning techniques to increase children's opportunities to use their critical thinking skills and solve problems.

Setting details

Unique reference number	EY436104
Local authority	Gloucestershire
Inspection number	10118028
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	15 July 2019

Information about this early years setting

The childminder registered in 2011. She lives in the Tuffley area of Gloucester. She offers her service all year round from from 7am to 7pm, Monday to Friday. The childminder provides funded early years education for children aged two, three and four years. She works with two assistants.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together around the setting.
- The inspector observed activities and the quality of adults' interactions with children. She talked to the childminder and her assistants at appropriate times throughout the inspection.
- The inspector carried out a joint observation of an activity with the childminder.
- Children talked to the inspector about their play and activities.
- The inspector viewed a range of documents, including Disclosure and Barring Service records, paediatric first-aid certificates and read written feedback from parents.

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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