

Childminder report

Inspection date: 20 January 2022

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

Plenty of love and cuddles allows children to thrive and form secure relationships with the childminder. Children receive endless praise and warmth during interactions. Babies and young children snuggle in for cuddles and settle extremely quickly. Quality reciprocal relationships mean that children's self-esteem and confidence are supported very well. Older children are loving and gentle towards babies and they are kind to each other. The childminder models good behaviour. She teaches the children to be respectful by modelling her respect for their views. They say 'please', 'thank you' and 'please may I have...' when speaking to each other. Children behave very well at this setting.

Songs and rhymes permeate play at this setting. The childminder sings and links play to nursery rhymes at every opportunity. For example, as children squish, squash and squeeze dough, they choose cutters. The childminder softly sings a song to represent the cutter shape. A star cutter prompts 'Twinkle, twinkle little star' and a rabbit cutter, prompts 'Sleeping bunnies'. Children join in with this game and sing along. They remain engaged and enthusiastic at play and make links with what they are doing.

Children have daily opportunities to explore their local community. The childminder plans activities, outside the home, to give children new social experiences. She recognises that children may not have experienced as many during the COVID-19 pandemic. The childminder focuses her curriculum on children's personal and social development. Children attend regular playgroup sessions and go on trips to the park and library. They meet new children and people and develop confidence in new social situations.

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

- Partnerships with parents are strong. Many children and families have remained with the childminder for many years. The childminder knows families very well. She keeps parents well informed of children's progress and offers ideas for learning in the home. Parents speak warmly of the childminder's emotional support for them during the COVID-19 pandemic.
- Children develop their independence skills well. They put on their own coats, boots and hats. They wash their hands and help the childminder to prepare snack and lunch. The children demonstrate kindness to each other. Older children support younger children at times of transition. For example, they play with the baby at the table while waiting for lunch. The childminder provides good support for children's learning during activities and routines.
- Children have healthy, nutritious meals. They are encouraged to try new tastes and textures. When children are unsure, or do not know what a vegetable is, the

childminder uses the opportunity to support learning. For example, children use unfamiliar vegetables to print paint onto paper. They notice shape, form, texture and smell. Children are curious, explorative and focused throughout the activity.

- Children learn new words and explore meaning during play. The childminder understands what the children know. She can talk about their progress and learning with confidence. Babies' and younger children's early communication skills are well supported. However, the childminder does not always allow younger children time to process new words and sounds before moving on to a new topic.
- The childminder works very hard to maintain quality and develop her own practice. She takes time to seek out new training. She attends local networking groups and responds quickly to changes and updates in the sector. The childminder is motivated to read, review and reflect on these changes to improve the service she provides.
- The childminder has developed an ambitious curriculum for the children who attend. She gathers useful information when children start at her setting. She uses this to sequence their learning. The childminder knows the children well. She can talk about what they can do, what she wants them to learn, how she will do this and why. However, assessments are not always precise enough and the childminder does not always give children the time they need to fully embed what they have learned. This means that children may move on to the next stage of learning before they are secure in what they are learning now.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding and child protection. She ensures that her knowledge is up to date by reading and researching new guidance. She attends regular training. The childminder is a passionate advocate for children's safety. She is confident to share her knowledge to ensure that children are kept safe from harm. The childminder understands wider areas of safeguarding. She can talk with confidence about what she would do in a range of scenarios. Children are well supervised. The home is regularly risk assessed and maintained to a high standard. Children know what to do in the event of a fire. They know they must 'stand on the back doormat and keep still' through having regular drills.

What does the setting need to do to improve?

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

- ensure that children are secure in what they know before moving them on to the next stage of learning
- allow the youngest children more time to listen and respond during interactions.

Setting details

Unique reference number	100969
Local authority	Gloucestershire
Inspection number	10125354
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 8
Total number of places	3
Number of children on roll	8
Date of previous inspection	14 September 2015

Information about this early years setting

The childminder registered in 2000 and lives in the Churchdown area of Gloucester. She operates all year round from 7.30am to 5pm, Monday to Thursday. The childminder holds a relevant early years qualification at level 3, and she is a qualified nurse and midwife. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gwyneth Keen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector, as part of the learning walk, about the intentions for children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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