

# Childminder report

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Inspection date:

14 September 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children show they feel safe and secure in the childminder's care. They have formed positive relationships with the childminder, who knows them well. Children are confident to approach the childminder and to engage her in their play. They request stories to read with the childminder, for example.

Overall, the childminder knows what she wants the children to learn and builds on their knowledge and skills as they play. However, she does not consistently role model or teach children the importance of good hygiene routines. Children show interest in the activities and have opportunities to consolidate what they have learned. When reading a story, for example, children show the childminder different fruits and vegetables they have seen in the book on a poster as well.

The childminder works closely with parents and sends them regular photos of their children engaged in activities during the day. She has discussions with them about their children's next steps in learning and how she can support any aspects of the children's development that they are working on at home. The childminder reports that parents are happy with the activities and outings she provides for their children.

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

- The childminder does not consistently role model or teach the children good hygiene practices. She and the children do not consistently wash their hands prior to eating or preparing foods. Nappy changing routines do not minimise the risk of cross infection.
- The childminder provides a language-rich environment for the children. She supports their language development well as she reinforces words that they are learning and adds extra words to enhance their vocabulary. Children sit and concentrate well when the childminder reads them a story. They point to the pictures and say what they can see, and the childminder praises them for their communication.
- Children have lots of opportunities to be outdoors in the paddock and to engage in physical activity. They enjoy collecting apples from the ground, putting them in the wheelbarrow and taking them to the sheep. Children explore the field and learn about nature. The childminder talks to them about the rabbit holes in the ground, the plants and leaves they discover, and they find and taste blackberries. Children develop good physical skills as they ride tricycles, push the dolls in the buggies and climb on the pirate ships, for example.
- The childminder helps children learn to share and take turns when using the equipment. When a child wants to use the slide that another child is using, she encourages them to wait and then to have a go successfully. The childminder

encourages children to acknowledge their own feelings and help them manage their emotions. She asks them how they are feeling and what they think may help them to feel better, for example.

- The childminder attends all mandatory training as is required. However, she does not regularly reflect on her practice and identify areas for development. She does not use professional development opportunities to enhance care and teaching practices even further to benefit the children.
- Children enjoy a range of art and craft activities. They develop their hand muscles as they use glue brushes and tear cotton wool, for example. However, children do not have as many opportunities to use their imaginations freely because some craft activities are too adult-led. Children are not always able to choose the materials they wish to use to design and create their own artwork.
- Children have suitable and age-appropriate opportunities to learn about the lives of others. They find out about the traditions and celebrations of other cultures, such as through singing, cooking and listening to stories.
- The childminder monitors children's progress carefully and checks they are making good progress. She knows how to support children where there are any emerging gaps in their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of safeguarding and child protection issues. She knows the agencies available to seek advice from or to refer concerns about children's welfare. The childminder knows the procedures to follow if an allegation is made against her or a household member. The childminder checks the premises and minimises any hazards to children. She helps children learn to take and manage risks, such as walking up and down on uneven ground in the fields and avoiding the rabbit burrows.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure hygiene requirements are followed, particularly when changing children's nappies and preparing meals and snacks.	22/09/2022

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

- give children more opportunities to design and create their own artwork, to enhance their imaginations further
- use professional development opportunities more effectively to enhance practice and outcomes for children further.

## Setting details

<b>Unique reference number</b>	101215
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10231677
<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 at time of inspection</b>	0 to 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

The childminder registered in 1990. She lives in the Reddings area of Cheltenham, Gloucestershire. She offers care from Monday to Wednesday from 7.30am to 5.30pm; this includes care before, during and after school and during school holidays.

## Information about this inspection

### Inspector

Charlotte Jenkin

### Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector discussed the childminder's curriculum with her and what she wants the children to learn.
- The childminder and inspector discussed an activity together and whether the learning intentions were met.
- The childminder made available some documentation for the inspector to sample, including training certificates.
- The inspector viewed the areas of the property used for childminding.
- The inspector observed the childminder's interactions with the children, indoors and outdoors, and the impact on children's learning.

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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