

Childminder report

Inspection date: 21 November 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder's caring and friendly manner makes children feel welcome and happy in her home. Parents comment positively on the caring and experienced childminder. They say she provides opportunities for children to be active, and offers them a homely environment to thrive in. Children form strong beneficial relationships with the childminder and enjoy her company. They are comforted with a cuddle if they are unsure when there are visitors to the childminder's home. They enjoy snuggling with the childminder listening to a story. The childminder promptly helps children or fulfils any care needs they have, supporting their well-being effectively.

The childminder plans experiences and support to extend children's learning, and as a result, they make good progress. Young children develop their dexterity and coordination well. They connect blocks and use tools such as brushes and stamps as they paint. The childminder encourages children persevere to do things for themselves and persist when challenges occur. They complete puzzles, listening to the childminder's tips and manoeuvring the pieces to put them in the right way. They show increasing confidence. They smile at their success and proudly say 'I did it'. They show positive attitudes to learning and developing their skills.

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

- The childminder focuses closely on what children need to learn next. She assesses their progress and plans suitably challenging experiences. She ensures her support is carefully focused on children's individual needs and interests, motivating them well. Children build their confidence during different social activities out in the local community. They become much more positive about new experiences and learn to enjoy experimenting with a range of interesting art and messy activities.
- The childminder knows how young children learn. She gets down to children's level, playing and exploring alongside them and encouraging their curiosity. She extends their exploration asking them questions, and gives them time to think and respond. Children count well, they name colours and concentrate, as they recall the names of food for their play picnic. They have fun with the childminder as they race toy cars down a ramp and eagerly look to see which car has won.
- Children listen respectfully to the childminder and behave well. They learn to manage their feelings and develop a sense of responsibility. They help tidy away the toys, take their jacket off themselves and put their things carefully on the sofa.
- The childminder ensures children's physical well-being is closely supported. She provides healthy snacks and meals and reminds children to drink their water regularly to keep hydrated. She takes children out to local parks and has

activities and resources in her garden, to encourage children to be active in the fresh air.

- The childminder has good relationships with parents. She keeps them well informed. They discuss children's achievements and interests, and they work together to help close any gaps in children's learning. However, the childminder has not developed links with providers of other settings children attend, to inform future planning and to provide a consistent approach for children.
- Children's communication progresses well. The childminder's good teaching and effective modelling offers children new ideas and words, to help to develop their language and skills. She reads to children to encourage their interest in books and develop their listening and attention skills.
- The childminder has links with other professionals to keep up to date with changes to guidance and gain new ideas. She makes sure the toys and resources are appropriate for children, and the areas are well set-up to stimulate their interest. The childminder discusses her practice and plans with parents, helping her shape her provision and provide suitable activities and experiences for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs that a child's safety or well-being may not be as it should. She knows what to do and who to contact if she has concerns about a child. She renews her child protection training to keep her knowledge and procedures updated. The childminder provides well-maintained and well-organised areas in her home. She ensures these are suitable and secure, and children are supervised closely. She has clear procedures to ensure children are safe when out of her home, while travelling in her car, and on walks in the local area.

What does the setting need to do to improve?

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

- develop the sharing of information about children's care and learning with other settings that children attend, to strengthen the consistency in the support children receive.

Setting details

Unique reference number	101129
Local authority	Gloucestershire
Inspection number	10234023
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder has been childminding since 1989. She lives in Stroud, Gloucestershire. She operates Monday from 8.30am to 5.30pm, during school term times only.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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