

Childminder report

Inspection date:

29 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are well cared for at this bright and well-resourced home. Flexible routines enable children to have their individual needs met. This helps children to settle and feel safe and ready to learn. The childminder knows the children well. She knows some children need more time to settle, and she is positive and calm, which helps to boost their confidence and encourages them to join in. The childminder selects activities that she knows support children's current stage of learning, which children explore confidently. The childminder uses children's interests to support their learning and motivation. She knows what they like to do and uses this to plan a variety of activities that are engaging and fun. She ensures activities support the development of purposeful play and guided activities, such as dressing up and natural open-ended resources. Children self-select additional materials to build on these activities. Children thoroughly enjoy the freedom to choose and do things on their own and show pride in their accomplishments. This helps children to develop their creativity and make decisions.

Children are happy and content in the childminder's home. They enjoy playing with the childminder and their friends. For example, children play together in the garden. They use magnifying glasses to explore fences, looking for spiders' webs. Children behave well. They help each other, for example, they open and close the bin when they clear up after snack and pick toys up and hand them to their friend when something has been dropped.

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

- The childminder is a good role model and supports young children to be able to share willingly and play cooperatively. This helps children to have good relationships with their peers. She knows the importance of sharing to teach children about fairness and being kind. Children bring books from home to read and share at story time.
- Children become thoroughly engrossed in playing with play dough. They squash, poke, cut and roll the dough. This supports children's development of hand-to-eye coordination and allows them to manipulate the dough to fit their ideas. The childminder knows the value of the activity in supporting and developing muscles in their hands for fine motor movements that are useful for holding a pencil or using scissors.
- The childminder actively promotes children's independence. Children have many opportunities to learn to do things for themselves. They put on their wellington boots to go outdoors, help themselves to a drink from their cups and tidy up. This helps children to develop a sense of self-esteem and perseverance.
- Parents are very happy with the service provided by the childminder. Parents receive daily communication about their child's learning and progress, including

receiving photos that show what their child is doing and information on how they can help to support their children's learning at home. The childminder completes the progress check for children at age two and shares this with parents for their contribution.

- Children are currently interested in diggers and building. This is well supported by the childminder. She arranges outings to watch the building of houses locally and then has diggers in the sandpit in the garden. This supports children to become involved in what is going on in their community. This personal experience supports their knowledge and sense of the world around them.
- The bilingual childminder talks to children clearly. She sometimes speaks in Polish and repeats words and phrases back to children in English to help to support their pronunciation skills. She shares books at snack time, and children discuss shapes and colours. However, at times, the childminder does not always recognise opportunities to build on children's vocabulary further, such as describing what is happening.
- The childminder is very experienced. She is keen to improve her professional knowledge and understanding by carrying out regular research online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms of different types of abuse that may suggest a child is at risk of harm. She has a good understanding of how to report any concerns. She keeps notes to record any patterns so she can easily report any safeguarding concerns she has. The childminder has up-to-date safeguarding knowledge. The childminder has a robust mobile phone policy. She ensures the premises are safe and secure, and she involves children in tidying away. This means she is able to keep children safe, for example by teaching them how to be careful when playing.

What does the setting need to do to improve?

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

- maximise opportunities during activities to strengthen the quality of interactions with children to help enhance and extend their vocabulary.

Setting details

Unique reference number	EY457845
Local authority	Gloucestershire
Inspection number	10236059
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	5 December 2016

Information about this early years setting

The childminder registered in 2013. She lives in Kingsway, near the city of Gloucester. She offers childcare Monday to Friday, from 7am to 6pm, all year round. She offers overnight care on an occasional basis.

Information about this inspection

Inspector
Claire Cook

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 inspector observed interactions between the childminder and children throughout the morning.
- The inspector spoke to a parent and read written feedback from parents during the inspection, taking their views and feedback into account.
- The childminder and the inspector held a learning discussion together to understand how the curriculum is organised.
- The inspector carried out a joint observation with the childminder.

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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