

Childminder report

Inspection date: 12 December 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

Children are relaxed and clearly feel at home in the childminder's care. They quickly settle into their play alongside their peers. Children form early friendships with each other and are beginning to play cooperatively as a group. For example, when completing a puzzle, older children work together as a team. They demonstrate their thinking and reasoning skills as they explain the importance of completing the corner pieces of the puzzle first. Younger children sit next to their older peers and watch on as they complete the puzzle. The childminder supports them to try for themselves. She shows them the photograph on the front of the box and explains they need to copy this.

Children are independent and take responsibility for small tasks throughout the day. They learn the importance of good hygiene routines. Older children take themselves upstairs to wash their hands before snack time. Children sit up at the table and help the childminder to cut up pieces of fruit with a knife. Mealtimes are social occasions. Children's communication and language is supported as the childminder engages them in spontaneous conversations about the weather. They discuss the recent snow fall and the impact this has had on the community. For example, the childminder explains that the schools are closed so that teachers can clear the snow.

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

- The childminder spends time getting to know children and their families to ensure she forms a close bond with them. She observes children's play and completes accurate assessments of children's overall development. The childminder shares this information with parents and works with them to outline targets for children's future learning.
- Partnerships with parents are good. The childminder considers the views of parents when evaluating her provision. She sends home annual questionnaires to gather their views on what she does well and seeks ideas for further development. Parents speak positively of the childminder and the care she provides. They state that children are settled and they feel well informed about their learning.
- The childminder plans her curriculum around children's individual interests and next steps in learning. She observes children's play and skilfully interacts with them to build on their knowledge and skills. However, the childminder does not always consider the developmental stages of the youngest children. At times, younger children observe from a distance and are not as engaged in activities as their older peers.
- The childminder provides children with a range of experiences to enhance their understanding of the wider community. Most days, children go on outings with

the childminder. They visit the park and toddler groups at the church. This helps children to develop social skills. They interact with a wider range of children and become confident with surroundings beyond the childminder's home.

- The childminder offers balanced and nutritious meals and snacks throughout the day. She encourages children to taste new foods and reminds them to drink their water to keep themselves hydrated. Children are developing an understanding of where food comes from and how to make healthy food choices. During the spring and summer months, children help the childminder to grow fruits and vegetables in the garden. This year, they harvested runner beans and tomatoes.
- Children thoroughly enjoy listening to stories read aloud by the childminder. She talks to children about the illustrations and supports children's growing vocabulary as she introduces new words. For example, she describes how a member of the ambulance crew in the story is a 'paramedic'. Although the childminder interacts positively with children, she is yet to provide them with enough time to think and respond to the questions she asks, to further support and extend their learning.
- The childminder keeps her knowledge up to date by attending mandatory training and networking with a local group of childminders. She identifies areas of her practice she would like to enhance further and intends to contact the local authority advisor about accessing some training around assessment tools for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her knowledge of safeguarding practice up to date. She fully understands her responsibility to keep children safe from harm. The childminder demonstrates a good awareness of the signs and symptoms of potential abuse and/or neglect. This includes indicators that may present in the event of children being subjected to extreme or radical views. The childminder understands the procedures to follow in the event of a concern. She keeps all areas of her home and garden safe and secure for children to play. The childminder teaches children how to keep themselves safe. For example, they learn about road safety on walks to and from school.

What does the setting need to do to improve?

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

- provide children with even more time to think and respond to questions asked and make the most of discussions to extend children's learning
- further consider the developmental stages of the youngest children so they are as fully engaged in activities as their older peers.

Setting details

Unique reference number	100972
Local authority	Gloucestershire
Inspection number	10234022
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	13 February 2017

Information about this early years setting

The childminder registered in 1999. She lives in the Churchdown area of Gloucester. The childminder offers care from Monday to Thursday, between the hours of 7.30am and 5.30pm. She is closed for bank holidays, two weeks at Christmas and two weeks during the summer.

Information about this inspection

Inspector
Holly Smith

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 childminder and has taken that into account in her evaluation of the setting.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The childminder discussed children's progress with the inspector.
- The inspector viewed a sample of documentation and checked the suitability of the childminder.
- The inspector spoke to parents and took their views into account.

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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