

# Childminder report

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Inspection date: 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 have a positive relationship with the childminder and show they feel safe when they are with her. The childminder provides reassurance and comfort to children when needed. For example, when children become upset, the childminder provides them with cuddles and comfort.

Children are very happy in the childminder's home. They develop strong bonds with her, which supports them to settle well and to explore and play with confidence. The childminder encourages children to be independent and, as a result, they do things for themselves. Children say, 'I can do it' when the childminder suggests that she helps them clear the table, and 'good job, nearly there' to offer praise and encouragement.

The childminder knows the children well and she targets her learning opportunities on children's next steps. As a result, children make good progress. For example, parents report that their child was struggling to eat a variety of foods, but now is eating different foods and eating with other people. The childminder plans children's learning to get them ready for their next stage of education. For example, children in the pre-school year, are working on putting shoes on, getting themselves dressed and holding scissors safely.

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

- The childminder organises resources in the home effectively to ensure that children can make choices about their play and learning. She clearly labels boxes of toys with photos for them to choose from. There is an additional photo book that children can use to select resources from the shed. This encourages children to explore their own interests and ideas.
- The childminder plans a curriculum that builds on children's knowledge and skills. She plans activities that are enticing to children and adapts them to their age and stage of development. For example, when older children are experimenting with different colour paints, she gives younger children paper with paint inside a clear bag. They enjoy squishing the paint inside the bag to mix the colours. The childminder talks to the children while they are playing with the paint. She uses some useful vocabulary to describe colours. However, at times, the childminder misses opportunities to further develop children's thinking and language during adult-led activities, such as describing texture and introducing new vocabulary.
- The childminder has a calm and consistent approach when supporting children's behaviour. She uses lots of positive praise, such as 'well done' and 'good job'. She supports children to play together, which develops their social skills. On the few occasions disputes occur, the childminder quickly intervenes saying, 'that's

ok, he can play with those, you have got your train driver'.

- The childminder has high expectations of children's behaviour and they respond well to her calm encouragement and positive praise. For example, she expects children to tidy away toys when they have finished playing with them, which they happily do, even the youngest child. The childminder selects activities that the children enjoy, to help develop their concentration. For example, one child concentrates and focuses on exploring paint texture and colour for an extended period.
- The childminder has a good relationship with parents. They report that children of all ages enjoy being at this setting. The childminder keeps in regular contact with them, sharing photos daily online. She shares children's assessments every half term. One parent says 'we are lucky to have our child here.'
- The childminder shows a good commitment to improving the quality of her provision. She accesses regular training to help improve her skills. For example, she attends early years conferences, accesses online training from professional childminding organisations and networks with other childminders. She builds relationships with other settings that the children attend and shares her assessments with them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities around keeping children safe, and knows what to do if concerned about a child's safety. She ensures that she keeps up to date with her knowledge of safeguarding. She demonstrates good knowledge of the potential signs and symptoms of abuse, and how to make a referral. The childminder has a good understanding of different safeguarding concerns, such as the risks of online abuse and grooming. Children learn how to play safely, and tidy away toys to keep the environment free from trip hazards.

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

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

- develop interactions with children further, to extend children's vocabulary and thinking skills.

## Setting details

<b>Unique reference number</b>	100818
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10234020
<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>	1 to 11
<b>Total number of places</b>	15
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	27 February 2017

## Information about this early years setting

The childminder registered in 1996. She operates from her home in Gloucester. She works Monday to Thursday, from 7.30am to 5.30pm, all year. She holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Ruth Glover

### 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 their evaluation of the childminder.
- The inspector spoke to one parent and read feedback from parents to gain their views about the childminder.
- The inspector and childminder observed children during activities and completed a follow-up discussion about children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- A range of documentation was reviewed, including qualification certificates.

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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