

Childminder report

Inspection date: 13 January 2023

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 happy, motivated, and eager to learn. The childminder and her assistant plan exciting activities. They present them in a way that captures children's imagination and curiosity. For example, children dig in the garden to find worms to make a wormery. The assistant explains to children that when rain falls, worms can not get enough oxygen. They need to come to the surface to breathe. The children gather around and listen avidly, fascinated by her explanation. They water the ground with a watering can shouting, 'come on little worms out you come', giggling as they dig. They rake the earth and squeal in delight when they find a worm. They gather old leaves and look for the 'crinkly ones' not the 'squishy ones'. They laugh as they squeeze leaves and comment on the texture, 'this one is crackly and squishy, do worms like that?'

Children behave very well. They sit quietly at story time and comment on the pictures and characters in a storybook. Children have many opportunities to learn how to take turns. For example, as the page of the story book turns, they pass a puppet to the next child. The childminder and her assistant consistently support children to manage their own behaviour. They offer extensive praise and encouragement. Children are confident and thrive through these positive interactions. Children mimic the praise they receive. For example, praising the assistant when she completes a task: 'Well done, you did a good job'.

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

- The childminder offers a broad and balanced curriculum. The childminder can explain what the children know and what she wants them to learn. She supports the individual needs of children well and children make good progress.
- Older children are confident, articulate and curious learners. They demonstrate a positive attitude to learning, eagerly taking part in group activities. For example, fishing for numbers and matching numeral and quantity. They wait their turn and praise each other's efforts. The childminder weaves mathematics throughout everyday routines and play. She supports the development of children's early mathematic skills well.
- Children have plenty of opportunities to develop their self-help and physical skills. However, on occasions, adults step in too quickly to help. Children could explore their ideas further and learn from making mistakes. They could have greater opportunities to find their own way to do things. This would help them to develop their problem-solving skills even further.
- Children learn to keep themselves healthy and follow good hygiene routines. They learn the importance of good oral hygiene. For example, while listening to a story about a shark, a child comments on the shark's 'big white teeth'. The assistant comments that the shark must look after its teeth very well as they

look very shiny. Children then engage in a lengthy conversation about how they keep their own teeth, 'healthy and sparkly clean'.

- The childminder and assistant regularly introduce new vocabulary to the children. They explain what words mean and put them in context. For example, while looking at a book they learn why the crow is the servant and what this means. However, explanations are often lengthy and younger children can lose interest. Younger children would benefit from having language modelled in a developmentally appropriate way.
- Children enjoy walks to the park and around their community. They celebrate important festivals and learn about some traditions. However, the childminder could extend this further to ensure children have a broader understanding of the diversity that exists within Britain and the wider community.
- The childminder gathers information from parents to inform the evaluation of her practice. For example, regular questionnaires. Children with special educational needs and/or a disability have the appropriate plans in place. The childminder works with external agencies and parents to identify and support children's learning needs.
- The childminder and assistant reflect on their practice to help them make improvements. For example, completing regular, additional training to develop their practice further. They are passionate about areas that would benefit the children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant can identify the signs and symptoms of abuse. They know what to do if they have a concern about a child. The childminder can answer questions on a variety of scenarios, demonstrating her understanding of how she keeps children safe. The childminder ensures she receives regular safeguarding updates from her local safeguarding board. The childminder and assistant can share what they have learned from recent updates. For example, they know about the 'Prevent' duty and extremist views. Regular risk assessments and daily checks take place to make sure children play in a safe environment.

What does the setting need to do to improve?

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

- allow children more time to explore and develop ideas for themselves
- provide more opportunities for children to deepen their awareness of different cultures and broaden their understanding of diversity in the wider community
- strengthen interactions with younger children so they make the best possible progress with their speech and language development.

Setting details

Unique reference number	101349
Local authority	Gloucestershire
Inspection number	10234024
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	1 to 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 March 2017

Information about this early years setting

The childminder registered in 1997. She lives in the Cotswold town of Moreton-in-Marsh. The childminder offers care throughout the year, Monday to Friday, 7.30am to 5.30pm. She regularly works with an assistant. The childminder receives funding for the provision of early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwyneth Keen

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 the evaluation of the provision.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what they want children to learn and how they will do this.
- The inspector and childminder carried out a joint observation of a group activity in the garden.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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