

Childminder report

Inspection date: 19 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 provides a welcoming environment where children demonstrate confidence and being secure. She is highly responsive to the children's needs. The childminder offers the children reassurance and cuddles without hesitation. Children thrive due to their positive interactions with the childminder. She promotes children's language and communication skills. The childminder speaks clearly to children and encourages them to engage in conversation. She expands their vocabulary effectively. When children say 'car' she replies, 'racing car', and she pauses during stories and song times for children to fill in familiar words or phrases.

Children's behaviour is exemplary, and they are very polite. They show exceptional kindness to one another and gain essential skills to manage their emotions. They understand the well enforced 'house rules' and boundaries extremely well. Older children confidently share that they must listen, share and be kind. The childminder consistently supports children in negotiating skills, helping them understand the needs of others. Older children are mindful of the younger children. They involve them in their play; they step aside from activities and say it is their turn next or pass them toys when they are out of reach. Children show a positive 'can do' attitude and persevere when tasks become a challenge. For example, they work out how to make a bridge while building a train track by placing an object underneath it.

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

- The childminder actively supports children's well-being and physical health. Children have access to daily exercise and fresh air. They regularly wash their hands and understand the importance of good hygiene routines. For example, older children know to put tissues in the bin and wash their hands after wiping their nose. The childminder meets with other local childminders. Children have opportunities to mix in larger groups and develop their social skills. Personal care routines are nurturing and caring to meet each child's individual needs. For instance, as the childminder changes nappies, she sings songs to the babies and shares toilet-training steps with the children.
- The childminder knows the children well and has a good understanding of how they learn. She provides rich experiences for children, based on their interests. The childminder makes good use of observations and assessments to build on what they already know. As children play, the childminder intervenes at appropriate times. She takes these opportunities to promote and extend the children's learning. However, the curriculum is not consistently planned to support children to meet their next steps in learning.
- Children make good progress in early literacy skills, preparing them for future

learning. Children enthusiastically engage in mark-making activities with resources, such as scribble pads and chinks. During outside play, the childminder uses a piece of ice to write letters on the ground. She encourages older children to copy the sounds she makes. They show delight as they confidently recognise that the sound made is a letter from their name.

- The childminder skilfully teaches mathematical language as the children play. For example, as children look through long tubes, she uses words, such as 'far away' or 'closer'. Furthermore, she uses language of size for measuring, such as 'big' and 'small' when they put objects down the tube.
- Children move around the room and outside, choosing what to play with. They confidently share with the childminder their likes and dislikes. Generally, the childminder supports children to develop their independence. However, the childminder does not use all opportunities to further these skills. She puts older children's shoes on when they go outside and opens their packets for them at mealtimes.
- The childminder will often reflect on her own practice. She continuously looks for ways to improve her environment and experiences for children. The childminder has recently completed training courses that improved her practice. As a result, children benefit from new experiences that keep them engaged in their learning.
- Partnership with parents is strong. Parents express how their children are very settled. They feel their children are safe and happy and have lots of fun. Parents share that the childminder is 'open and honest' and communication is clear. They value the daily feedback and feel part of their child's learning. Parents say that the personal touch she provides for their children is 'incredible'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to safeguard children. She has a robust knowledge of signs and symptoms that could indicate that a child may be at potential risk of harm. This includes issues that could have an impact on young children and their families, such as county lines and keeping children safe online. The childminder knows who to report these concerns to. This includes if there were any allegations against her or anyone in her household. The childminder completes regular first-aid and safeguarding training. The childminder supervises children well. She completes regular risk assessments to assess the safety of her home and when they go on outings.

What does the setting need to do to improve?

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

- strengthen the use of planning, so that activities consistently support children to meet their next steps in learning

- make the most of daily opportunities to consistently support children to complete tasks for themselves and promote their independence even further.

Setting details

Unique reference number	136359
Local authority	South Gloucestershire
Inspection number	10234184
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 1996. She lives in the Bradley Stoke area of South Gloucestershire. She operates her service all year round, from 8am to 5pm, Monday to Thursday. The childminder has an early years qualification at level 3. She receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Charlotte Adcock

Inspection activities

- This was the first routine inspection the childminder received since 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 provision.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with the childminder at convenient times and assessed the effectiveness of safeguarding and care procedures.
- The inspector took account of the parents and children's views during the inspection.
- The childminder provided the inspector with a sample of key documents on request.

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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