

# Childminder report

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Inspection date:

7 February 2023

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Most children are very settled in the childminder's and her assistants' care. They are keen to join in with the activities, including posting cards in the post box and using tweezers to pick up the toy bees and put them in the honeycomb. Young children concentrate well and persevere as they practise new skills using the tweezers. Older children confidently count and recognise numerals. The childminder and her assistants talk to the children as they play to promote their language skills. However, some questions are closed and require a one-word answer. This does not encourage children to engage in meaningful conversations as part of their language development.

The childminder has an idea of what she wants the children to learn, although the curriculum is not broad enough and does not fully build on what children know and can do. At times, children are well engaged in activities that offer them some challenge and help them learn new knowledge and skills. Due to the lack of space for the numbers of children being cared for, at other times the environment can be a little hectic and not conducive to children's learning. This leaves some quieter children left to their own devices. Children do not, therefore, make the progress of which they are capable.

Overall, children develop suitable levels of independence, such as feeding themselves, putting on and taking off their shoes and coats and using the potty. However, the childminder does not meet the older children's needs effectively to prepare them for school. She does not encourage them to use the toilet, because it is upstairs, but to use potties in the kitchen.

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

- The childminder has made significant improvements to her safeguarding practice since the last inspection. All adults left unsupervised with children have had the appropriate checks carried out and she maintains records of the children as required. However, the childminder cares for too many children than she has the space for and does not organise the premises well to meet their needs effectively. This means children are unable to go upstairs, for example, to use the toilet or to sleep in comfort. The kitchen has potties for the children to use, a handwashing station, a large dining table and chairs and several buggies for children to sleep in. This means there is little space to move around. When older children are at the kitchen table, the younger children can explore and develop their physical skills in the lounge. However, at times, when all the children are together in the lounge, the environment can become a little hectic and there is not enough space to meet all the children's individual learning and care needs. At times, the quieter children do not receive much interaction.

- The childminder and her assistants have used professional development opportunities to make improvements to the quality of education. They now check children's progress and plan activities to help children make suitable progress through the areas of learning. The quality of teaching has improved although it is not of consistently high quality, specifically in promoting children's communication and language as well as they could.
- Older children enjoy painting and printing and are keen to talk about their pictures. When they decide to turn the activity into handprinting, the adults follow the children's interest. They show interest in the children's creations and ask them to talk about their pictures.
- Children behave well and the childminder deals with any minor disagreements sensitively. She praises the children for their achievements, and this boosts their self-esteem. The childminder and her assistants help young children learn to share, take turns and play together cooperatively.
- Parents report that they are happy with the care their children receive. They say that they share information with the childminder regularly and are kept informed about their children's days and routines. Parents say they particularly enjoy the photos they receive via a mobile app that shows their children engaged in activities.
- Children enjoy playing outside in the fresh air. They climb up the frame and slide down the slide confidently. Younger children explore and develop their physical skills as they walk and climb.
- Older children enjoy listening to stories and singing songs and rhymes. They excitedly join in with action songs. Children choose their favourite stories, join in with repeated refrains and talk about the pictures. They are developing their enjoyment of books.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are confident in their knowledge of child protection and safeguarding children. They know the agencies to contact if concerned about a child or the behaviour of an adult working with the children. The premises are safe and secure. However, there is not enough available space for the numbers of children being cared for. This makes it difficult to meet the children's needs effectively, such as providing suitable sleeping arrangements in line with government safety guidelines. However, the impact is minimal as children are supervised, regularly checked and sleep in the kitchen. Children are encouraged to learn how to behave in safe ways. For example, the childminder reminds them not to lean over the climbing frame in case they lose their balance.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure the space requirements are met at all times to ensure the children's needs are met to the highest possible standard	09/03/2023
ensure that babies and infants are placed down to sleep safely, in line with the government's safety guidance.	09/02/2023

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

- continue with professional development opportunities to raise the quality of teaching further, in particular to strengthen the support for children's communication and language
- make sure quieter children are not left to their own devices and are fully included in all the activities
- help older children prepare for school even further, by enabling them to use the toilet when they are ready.

## Setting details

<b>Unique reference number</b>	101315
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10260355
<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>	0 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	4 October 2022

## Information about this early years setting

The childminder registered in 1998 and lives in the Charlton Kings area of Cheltenham. She employs three assistants to work alongside her at various times. The childminder provides care Monday to Friday, from 7.30am to 6pm, all year round. She receives funding for the provision of free early education for children aged three years.

## Information about this inspection

**Inspector**  
Charlotte Jenkin

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together and discussed the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the childminder and her assistants at appropriate times during the inspection.
- The inspector observed the childminder's and her assistants' interactions with the children during the inspection and the impact these had on children's learning.
- One assistant carried out an activity and the childminder and inspector discussed the effectiveness of this and how well it supported children's learning.
- The childminder made some documentation available for the inspector to view.
- The inspector spoke to parents and took account of their views.

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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