

# Childminder report

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Inspection date: 7 February 2023

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<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 clearly feel relaxed and at home in the childminder's care. They benefit from a balance of individual and group play inspired by their interests. Children form strong bonds with the nurturing childminder. They invite her to join their imaginary play. Young children happily talk to their friends as they pretend to be a shopkeeper. They develop an early awareness of mathematical concepts, using real coins to pay for the 'shopping' and give the childminder her 'change'.

Children are supported to develop their early writing skills. They access a range of different resources to draw and make marks. Older children display high levels of concentration as they sit up at the table to create pictures. They are proud of their achievements and are eager to show visitors a wide range of artwork they have created. Younger children are inspired by their older peers and join them at the table. They develop the small muscles in their hands as they roll and mould dough. They explore their own ideas, create a birthday cake from the dough and think about what they need to decorate it. They make links to the objects they have available, pretending that felt-tip pens are candles and placing them on the cake. Children enthusiastically sing 'happy birthday' and pretend to blow out the candles.

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

- The experienced childminder knows children well. She plans learning activities around children's individual interests and their stages of development. The childminder aims for children to be confident and resilient learners before they move onto the next stage in their educational journey.
- The childminder supports children to develop a 'can-do' attitude. She offers them lots of praise and encouragement during activities to inspire them to keep on trying, even when they face challenges. For example, the childminder praises children's efforts and patiently demonstrates how to fit shapes inside the shape sorter when young children become frustrated and attempt to move away from an activity.
- Children display an awareness of the childminder's expectations for their behaviour. They listen and respond to the childminder's clear instructions. The childminder prompts them to wash their hands after using the toilet and reminds them to use their 'walking feet' when inside. However, at times, the childminder does not always provide clear enough explanations of her expectations to help children fully understand why they are set.
- The childminder promotes children's love of books and stories. She invites young children to sit on her lap as she reads familiar stories to them. Young children enthusiastically grip soft toys that represent the characters in the story. The childminder encourages children to look at the characters' facial expressions and identify how they may be feeling. Older children display a broad vocabulary of

emotions and use words such as 'mean', 'grumpy' and 'angry' to describe the characters.

- The childminder works effectively with parents and other professionals, such as speech and language therapists. She follows their ideas to use picture cards, for example, to support children's early communication skills. As a result, children make good progress in their language development.
- The childminder has good partnerships with parents. She talks to them on a daily basis about children's achievements and seeks further information from them about children's learning at home. The childminder regularly asks parents for their views about the care and education she provides. Parent comments from a recent questionnaire are positive and highlight the levels of progress children have made since the start of their attendance.
- The childminder maintains a good standard of care and education for all children. She explains how she regularly networks with other childminders to keep up to date with changes to legislation and early years practice. However, the childminder is yet to fully reflect on her practice to identify areas for professional development, to enhance her knowledge and promote even better outcomes for children who attend.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends regular child protection training to keep her safeguarding knowledge up to date. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. The childminder knows the procedures to follow to report a concern. This includes how she would respond in the event of an allegation being made against herself. The childminder keeps her home safe and secure. She minimises risks to children and reminds children to tidy away toys after they have finished playing so they do not trip over them.

## **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 clearer explanations to help them develop a deeper understanding of expectations for their behaviour
- strengthen procedures for self-evaluation to identify areas for professional development and promote even better outcomes for children.

## Setting details

<b>Unique reference number</b>	100946
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10263883
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	16 May 2017

## Information about this early years setting

The childminder registered in 1995. She lives in the Churchdown area of Gloucester. The childminder offers childcare Monday to Thursday, throughout the year, including before and after school. She offers funding for free early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3.

## 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 this into account in her evaluation of the setting.
- The childminder showed the inspector the areas of the premises used for childminding and 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 including the childminder's paediatric first-aid certificate.
- The inspector considered the views of parents through written documentation.

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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