

# Childminder report

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Inspection date: 3 March 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 develop a love of stories at this setting through an excellent focus on well-known books. The childminder expertly brings books to life. For example, children begin by creating binoculars using paper and pens. They excitedly peer through them and say: 'We are off to find a bear'. Children giggle as the childminder and her assistant make a den out of a blanket and some chairs. They re-enact the story by pretending to creep, stomp, squelch and stumble around the living room. The childminder retells the story and children eagerly fill in the missing refrain. When they reach the blanket cave, they spy a small teddy bear through their binoculars. 'Aha, it's the bear' they squeal. They scamper to the other end of the room and pretend to jump into a bed. The childminder throws the blanket over them as they giggle underneath and shout: 'It's the end!' Children are fully engaged and highly motivated to learn, excitedly saying, 'again, again'.

The childminder and her assistant are exceptionally warm, loving and kind to the children. Generations of families have chosen to remain with them over the years. Children quickly make secure attachments and explain how much they enjoy coming. For example, they tell the inspector: 'I love everything about this place and them, it's my favourite, all the children are our friends'. Children are confident, happy, safe and behave very well at this setting.

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

- The childminder plans exciting trips for the children in the local community. The childminder and her assistant support children's understanding of the wider world. They celebrate some cultural events and traditions. However, children would benefit further from a greater understanding of the similarities and differences that exist between them. This would help to further develop their understanding of who they are and what makes them unique.
- Children have plenty of opportunities to develop their early mathematical skills. For example, while manipulating dough, the childminder encourages children to consider how long or short the legs of a spider are. Children count how many legs they have made and compare the length and shape. They adapt their creation and reflect on what they have created: 'Look, now I've made a hat for the spider'.
- The childminder demonstrates a good understanding of child development. She plans her curriculum effectively and ensures it builds on what children know. Both the childminder and assistant have completed mandatory training, such as paediatric first aid. However, opportunities to further develop her professional development have not taken place. This would ensure the childminder stays abreast of changes in the sector. This would sharpen assessment and raise the quality of teaching even higher.

- Children behave very well at this setting. The childminder has high expectations for children's behaviour. Both adults model respect and politeness in a consistent manner, such as always saying 'please' and 'thank you'. Children politely ask: 'Please may I leave the table?' at the end of a meal.
- The childminder places a strong emphasis on children's social skills and their communication and language. The childminder models language effectively to younger children. She repeats back sentences and introduces vocabulary during play. Children who speak more than one language receive good levels of support.
- Children develop good independent skills. From a young age, they have opportunities to do things for themselves, such as putting on coats and doing up zips. Children have well-developed, self-help skills and a good understanding of healthy practices. They open packets and boxes during lunch and find their own drink bottles. During mealtimes, they sit quietly and engage in conversation with adults and each other.
- Parents report how pleased they are with the progress children make. They comment on the kindness shown to children and that they 'thrive' in the care of the childminder and her assistant. Parents explain how quickly the childminder responds to children's interests. For example, having shared a child's interest in ducks in the morning, the childminder took the child to the canal to see wildfowl in the afternoon.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant can recognise the signs that may indicate a child is at risk of harm. They can explain how they would take the appropriate steps to reduce the risk to children. The childminder knows who to contact and what to do should an allegation occur against her or a member of her household. The assistant has developed his knowledge of a wide range of safeguarding matters, such as what he must do if he suspects a child is at risk of radicalisation. The childminder ensures her home and garden are kept free of any potential hazards to ensure the safety of children in her care.

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

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

- explore training opportunities further to update and extend knowledge and teaching skills to the highest level
- support children even further to learn about diversity and celebrate their similarities and differences in order to embrace their cultural background and know what makes them unique.

## Setting details

<b>Unique reference number</b>	100868
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10276302
<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>	24
<b>Date of previous inspection</b>	11 July 2017

## Information about this early years setting

The childminder registered in 1994. She lives in Hardwicke, Gloucestershire. She offers care from 7am to 6pm, Monday to Friday, all year round. The childminder always works with an assistant. The childminder receives funding for the provision of early education for children aged two-, three-, and four-years-old.

## 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 their 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 inside.
- The inspector spoke to the childminder, assistant and 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.
- The inspector spoke to parents during the inspection, read correspondence 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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