

Childminder report

Inspection date: 3 May 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in the childminder's care. They respond positively to the childminder's warm and nurturing manner, as she sits on the floor alongside them to support their play. Children develop good early communication and language skills. The childminder adapts her interactions to meet children's development needs. As older children play with a train track, the childminder introduces mathematical language to describe the size and position of the trains. Babies are introduced to simple vocabulary during play. The childminder provides a narrative as she describes what they are doing. Babies concentrate and try hard to pick up large buttons and place them inside a basket. The childminder encourages young children to continue with their play as she asks them to try again. Children are keen to explore the thoughtfully planned environment. Babies develop the strength in their arms and legs as they pull themselves up into the standing position on low-level furniture. They hold onto this for balance and take small steps to reach a walking aid on the other side of the room. Babies excitedly respond to daily routines. They smile widely and kick their legs, as the childminder takes them into the kitchen for a snack. Babies sit contentedly in a highchair alongside their older peers at the table and competently feed themselves finger foods.

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

- The childminder seeks a range of information from parents on induction about children's care routines, interests and achievements at home. She uses this information to make initial plans for children's learning. The childminder follows routines from home to ensure that children settle promptly and have their emotional well-being needs met.
- The childminder plans an inviting curriculum with links to children's individual interests and significant events which take place in the world around them. For example, children excitedly participate in coronation-themed activities that support their progress across the seven areas of learning. Children use their imagination as they place a crown on their head and wrap a piece of purple material around their shoulders, pretending it is a cloak.
- The childminder regularly shares information with parents about children's learning and development. In addition to verbal feedback at the end of each day, the childminder sends digital messages to parents and invites them to share information about children's experiences at home. Parent feedback is positive. They praise the 'warm, comfortable and friendly environment' and state their children want to attend the setting on the days they are not due in.
- The childminder and her co-childminder work well together. They discuss their practice and explain the changes they have made to the outdoor learning environment to improve experiences for children. However, procedures for reflection and evaluation are not yet embedded. The childminder does not

consistently identify training opportunities to further enhance the quality of the setting as she does not have a good enough overview of the setting's key strengths or areas for improvement.

- The childminder and her co-childminder support children to develop an awareness of their local community. They take children to visit places of interest, such as the church and toddler groups, to meet and socialise with wider groups of people. Although the childminder incorporates festivals and cultural celebrations into her planning of the curriculum, she does not always consider how to use information about children's backgrounds and family to help them gain an even better understanding of what makes them unique.
- Children display a strong sense of belonging. Older and younger children come together for daily group times, such as singing and stories. They learn to take turns as they make choices about the song they would like to sing. Children select props from a basket and make links between this and the song that they will sing. They hold on to the prop and join in with action songs. Older children share their ideas as they confidently announce, 'the egg looks like a potato'.
- Children develop their independence skills in preparation for future learning and the eventual move on to school. The childminder encourages children to manage their self-care, providing them with a step in the bathroom so they can access what they need. Children learn the importance of good hygiene practice. They wash their hands before mealtimes. Children recognise their name as they unclip their individual hand towel to dry their hands.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home and garden is kept secure. She completes daily safety checks on all areas of the premises and makes sure that any risks are removed or minimised. The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk of harm. This includes those that may present when a child is exposed to extreme views or behaviours. The childminder has a clear knowledge of the procedures to follow should she need to report a concern for a child's welfare. She demonstrates a good awareness of procedures to follow in the event of a concern being raised against her, her co-childminder or another adult member of the household.

What does the setting need to do to improve?

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

- strengthen the procedures in place for the evaluation of practice to identify areas for improvement and promote the best possible outcomes for children
- consider further ways to help children develop an even better awareness of diversity to support their understanding of what makes them unique.

Setting details

Unique reference number	100998
Local authority	Gloucestershire
Inspection number	10285542
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 October 2017

Information about this early years setting

The childminder registered in 1998 and lives in the Hucclecote area of Gloucester. She works with a co-childminder who is also her daughter. Together they provide care for children from Monday to Friday, between the hours of 7.30am and 6pm, all year round, apart from bank holidays. The childminder holds a relevant qualification in early years at level 3. She is registered to provide funded early education for children aged two, three and four years.

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 provider and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector areas of the premises used for minding and discussed her intentions for children's learning.
- 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 reviewed documentation including the childminder's paediatric first-aid qualification.
- 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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