

# Childminder report

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Inspection date: 7 June 2023

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

### The provision is good

Children are happy and settled in the childminder's care. They receive good support from the caring childminder, knowing she is there for reassurance when needed. The young children play happily alongside one another. Two-year-olds help themselves to their favourite toys in the playroom and babies point to toys they want. The childminder responds quickly to their wishes. They relate well to the childminder and like to involve her in their play activities.

Children make good progress from their starting points. They enjoy the play and learning experiences offered. Babies are keen to investigate activity toys and learn to press buttons and manipulate them to create sounds and movement. Two-year-olds find toy trains, line them up and propel them along a wooden track. Children develop a love of books. Babies snuggle up on the childminder's lap to look at books they choose. They concentrate hard on the illustrations, turn the pages and make the noises of animals they see. Other children stop what they are doing to listen to the stories that the childminder reads with enthusiasm.

Children delight in outdoor play opportunities. They develop their early writing skills as they paint with water on the path and wall. One-year-olds show they can make marks just like older children. They show control as they dip brushes in the paint pots and delight when they make marks on the wall. Two-year-olds show they can kick a ball and run around the garden at speed, avoiding obstacles.

Children learn good manners, follow instructions well and learn to share. The childminder fosters children's self-esteem through praise and encouragement, and children learn to take pride in their achievements.

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

- The childminder is calm, kind and very sensitive to children's individual needs. She ensures that each child receives her attention and encourages their independence. She knows where each child is in their learning and plans a suitably varied curriculum that promotes their learning and development successfully.
- One-year-olds receive good support to encourage their mobility. They shuffle around at speed and pull themselves up to stand. For example, they pull themselves up to join an older child at the water tray where they fill utensils and pour. The young children enjoy the sensory experience of the feel of the water as they create splashes. They show a look of surprise as water splashes over their head and smile as it trickles down their face.
- The childminder introduces the concept of counting and mathematical ideas as children go about their play. For example, she talks about the size, shape and

colour of different objects.

- Children receive good support to develop their language skills overall. The childminder models the use of language well, asks questions to encourage children to think and introduces new vocabulary. She recognises that some children need more support to develop their spoken language. She is highly responsive to children's non-verbal communication, such as gestures. However, she does not always encourage children to use spoken words to express themselves to further support their language skills.
- The childminder offers a good balance of focused, quieter activities and more active play. Current plans include a focus on encouraging children to gain independence. Children learn to take their shoes off, hang their coats, choose resources and to help the childminder to tidy away toys. The childminder uses carefully chosen resources to promote children's learning, such as a puzzle with different types of fastenings. She shows children how to button, fasten a buckle and operate other fastenings and two-year-olds try hard to copy her actions, with some success.
- The young children enjoy the company of older children who are collected from school. They have good opportunities to socialise with children of different ages and experience a wide range of activities when they attend local groups throughout the week. For example, they enjoy music and stories at the local library.
- The childminder talks to the children about her culture. When they attend a local childminding group, they join in with craft activities that reflect different cultural celebrations. However, the childminder has not considered other ways to help the young children to learn about more cultures and people's differences from an early age.
- Parents praise the childminder. They report that they are very happy with their children's progress and appreciate the daily feedback, photos and phone messages the childminder gives them throughout the day and when they collect their children. Through good partnership working from the outset, the childminder knows about children's interests and promotes ongoing learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently completed a level 3 online safeguarding training course and has a good understanding of how to safeguard children's welfare. She knows how to identify possible indicators of abuse or neglect and what to do in the event of any concerns. She is clear about her responsibility to report any concerns about children's welfare promptly. The childminder maintains a safe and secure environment and is vigilant in her supervision of the children. She identifies and removes any hazards to keep all children safe. She tells children about potential risks and helps them learn to stay safe. For example, two-year-olds follow the childminder's clear instructions not to climb on higher play equipment designed for older children. They learn to use knives safely to cut their fruit and competently cut

bananas.

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

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

- give even greater support to encourage all children to use new vocabulary and express themselves more effectively
- provide more opportunities to teach children about different cultures and learn about other people's differences to support their understanding of the world further.

## Setting details

<b>Unique reference number</b>	EY483142
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10236544
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	31 October 2016

## Information about this early years setting

The childminder registered in December 2019. She operates from her home in Bishop's Cleeve, near Cheltenham. She works Monday to Friday, from 8am to 5pm, all year round. The childminder holds a relevant early years qualification at level 3. The childminder is in receipt of funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Linda Witts

### 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 childminder.
- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children and spoke with her at appropriate times during the inspection.
- The inspector looked at relevant documentation and discussed how the childminder safeguards children's welfare.
- The inspector read a testimonial completed by a parent 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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