

Childminder report

Inspection date: 4 July 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled, and they form secure attachments with the nurturing childminder and her assistant. They frequently cuddle up to them, involve them in their play and demonstrate feeling safe in their care. Children know the routines and boundaries well and are confident to explore the environment. Children independently choose what they want to play with from the wide range of resources that are available to them. The childminder and her assistant use children's interests well to engage them in play.

The childminder and her assistant have high expectations for children's behaviour. They teach children to be polite and help them to learn to respect other children as they play. For instance, when children are playing with the building blocks, they talk to them about being respectful and not knocking over other children's creations. The childminder and her assistant supervise the children closely to support them to learn to share and to be kind to their friends. Older children demonstrate care and consideration towards the younger children. They recognise that they are smaller and do not understand as well as they do.

Children learn to be independent and develop confidence with their self-help skills. The childminder and her assistant encourage younger children to use cutlery to feed themselves at mealtimes, which they do with confidence. Older children manage their own personal hygiene well without needing support.

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

- Since the last inspection, the childminder and her assistant have worked hard to make the necessary improvements to the setting. They have taken part in training and reviewed their procedures. The childminder ensures that her premises are safe and secure and that those living on her premises have been checked for their suitability.
- The childminder and her assistant support children's language and communication skills well. They allow children time to think and respond to questions and help them to learn new vocabulary. Older children confidently join in with conversations, using longer sentences as they play alongside the childminder. Children who speak English as an additional language receive good support to learn new words as they play. The childminder and her assistant model language and use some words in children's home languages to help them to understand and to value their individuality.
- Partnerships with parents are strong and well developed. Parents say that they are happy with the care that their children receive. The childminder and her assistant invite parents on outings with them to enjoy with their children. The childminder and her assistant keep parents well informed about their children's

progress. They share photos to involve parents in their children's day. Although the childminder works well with parents, she has not yet managed to develop partnerships with the other settings that children attend, to provide a more shared approach to children's learning.

- The childminder and her assistant know the children very well and have a good understanding of how children learn. They target their teaching to meet children's individual needs and interests as they play. The childminder and her assistant join in children's play and introduce new concepts. For instance, as children play with the pretend food, the childminder uses mathematical language as she plays alongside them. She encourages children to explore what is 'half' and 'quarter' of the pizza as they count their pizza slices. Interactions with children are strong. However, the childminder and her assistant do not consider how to plan their curriculum more precisely to provide more challenge and to extend children's learning further.
- The childminder promotes healthy lifestyles and involves children in learning about where food comes from. Children help the childminder to plant fruit and vegetables and to care for their plants until the food is ready to be eaten. Children enjoy picking their fruit and sampling different foods that they may not have eaten before.
- Children have opportunities to be physically active. They develop their muscles and coordination as they use the equipment to balance and jump. Children receive support, encouragement and praise as they challenge themselves to balance without needing help and to jump further than they have done before.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder and her assistant have attended training on safeguarding and child protection to refresh their knowledge and understanding. They have a good understanding of their responsibilities to keep children safe. They understand how to identify when a child may be at risk of harm, and they have good procedures to follow if they have concerns about a child's welfare. The childminder ensures that she risk assesses her environment, and the childminder and her assistant speak to children about keeping themselves safe as they play.

What does the setting need to do to improve?

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

- develop methods to work in partnership with the other settings that children attend, to provide a consistent approach to children's learning
- focus planning of the curriculum more precisely to target support and help children to make even better progress in their learning.

Setting details

Unique reference number	101158
Local authority	Gloucestershire
Inspection number	10277799
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 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	9 January 2023

Information about this early years setting

The childminder registered in 1993 and lives in Cheltenham, Gloucestershire. She works with her daughter, who is a registered assistant. The childminder offers full-time care, including out-of-school care, all year round. She also offers overnight care. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of an activity with the childminder.
- The inspector read written feedback from 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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