

Childminder report

Inspection date: 17 July 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with this friendly and enthusiastic childminder. They build warm bonds with the childminder and seek her out for reassurance when they come across new situations. She makes sure they know what is happening and settles them well. Children feel safe and secure and behave well.

The childminder's curriculum considers what children already know, their interests and their personal experiences. Since the last inspection she has kept her knowledge about the curriculum up to date through personal research and local network meetings. She researches themes and topics that she can use to enhance children's experiences. She uses these alongside activities and outings to introduce new ideas and learning opportunities that they may not get at home. Currently, the childminder is using a topic about animals to help children learn about nature, similarities and differences. She helps children recall walks they have been on and the different animals they saw. Children recall seeing squirrels and rabbits and talk about them living in trees and underground.

Children show positive attitudes to learning and readily join in with new activities. For example, they enjoy a craft activity to design their own patterns on cut-out fish shapes. Children have fun making handprints with different coloured paints and sticking coloured tissue paper, sparkly stars and googly eyes on their creations. Children know the routine and readily choose which aprons to wear to stop their clothes getting messy. They know to wash their hands after the activity and patiently wait for their turn to do so.

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

- The childminder provides plenty of experiences and learning for children that build on their skills and knowledge. She now recognises that she needs to provide parents with written statements about what their children have learned when they are between the ages of two and three years old, in accordance with the early years foundations stage (EYFS) requirements. However, she also uses detailed talks with parents, other providers and professionals to make sure that she identifies strengths and any gaps in children's development. She makes sure that she seeks help and support in a timely way for children that need it. All children make good progress in their learning and development.
- The childminder uses stories, songs and rhymes well to support children's communication, turn-taking and physical skills. As she reads stories with children, she uses good intonation to keep their attention. She asks questions about what they can see in the pictures and what they think might happen next. As children take part in singing rhymes and songs the childminder encourages them to join in with actions. Children eagerly jump about as they hop like little

bunnies or march up and down the hill. They have fun pretending to move like different animals, 'slithering' on the floor like the snake or 'beating their chests' like the gorilla. Children learn new sounds, extend their vocabulary and develop their muscles and coordination skills.

- Partnership with parents is good. Parents love the care and education their children receive. They comment on the pirate ship in the childminder's garden, as well as the swings, slide and seesaw their children can use. The childminder regularly shares photos and information with them, so they know what their children do and can continue this learning at home. She shares information, with parents' permission, with other settings and schools when children move on. All children are well prepared for the next stage in their learning.
- At first, children enjoy playing and learning with the resources the childminder has set out. They build towers, cars and lollies with the plastic building blocks. The childminder encourages children to name the different colours they use and compare how tall their models are. However, at times, children do lose interest in the resources that have been set out. Therefore, the childminder is looking at providing further ways for children to be able to make their own choices about how and what they want to play with.
- The childminder has made positive improvements to children's personal hygiene routines and promotes their self-care skills. She makes sure she cleans the changing mat after each nappy change, washes her hands and wipes up any spills on floors. Children understand that they must wash their hands after nappy changes or using the potty and before eating. The childminder and children talk about what helps them stay healthy, including good food choices. Children comment that they love the childminder's cottage pie. At lunch, they use knives to put spread on the bread for their sandwiches and add ham and cheese. Children are developing good self-care and independence skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes updated training for safeguarding and paediatric first aid to keep her knowledge current. She knows possible signs and symptoms of abuse that may mean a child is at risk of harm. She knows the recording and reporting procedures for concerns about children's welfare and if there are allegations about her or other household members. She reviews and adapts risk assessments to make sure that potential hazards are removed or eliminated to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure that written progress checks are made for children aged between two and three years, in line with the guidance for the early years foundations stage.	31/07/2023
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To further improve the quality of the early years provision, the provider should:

- explore ways in which children can make their own choices about how they do things and what they might like to play with.

Setting details

Unique reference number	101215
Local authority	Gloucestershire
Inspection number	10257191
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 September 2022

Information about this early years setting

The childminder registered in 1990. She lives in the Reddings area of Cheltenham, Gloucestershire. She offers care from Monday to Wednesday, from 7.30am to 5.30pm; this includes care before, during and after school and during school holidays.

Information about this inspection

Inspector

Anita McKelvey

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 provision.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her EYFS curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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