

Childminder report

Inspection date: 25 October 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	Good
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What is it like to attend this early years setting?

The provision is good

Children relate well to the childminder and are settled and happy in her care. They show confidence to interact with unfamiliar people. Children learn to manage their emotions with the childminder's help. They learn to be kind to one another and to play cooperatively.

The childminder plans activities and experiences that take account of children's interests, while focused on what they need to learn next. The childminder recognises that the younger children have a short attention span. She instinctively offers suggestions of alternative activities when they lose interest. During the inspection, she encouraged the two- and three-year-old boys to use their imaginations when playing with superhero figures, remote control dragons and other small world toys. She encouraged them to show her how to create musical sounds, and make the dinosaurs roar. The children showed delight when they pressed buttons, manipulated switches and generated loud noises to scare the childminder.

The childminder plans many creative activities to help children develop their hand and wrist muscles in preparation for writing. The children show increasing control as they roll and mould play dough, and use pens and glue sticks. They are encouraged to explore different textures and to be creative by combining different materials. Older children like to help others during craft activities, offering creative ideas and assistance. Babies and children develop their independence. For example, they choose resources, learn to wash their hands, and put on their wellies and coats ready to go in the garden.

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

- The childminder tailors her curriculum to build on children's interests. She knows that many of the children learn better outdoors so plans regular opportunities for children to learn in the garden, develop their physical skills at the local park and explore in the nearby woods. Planned activities increase children's understanding of the world. For example, they learn about autumn and explore fallen leaves and environmental changes.
- The childminder ensures each child receives the attention they need and encourages their independence. She gives lots of praise and encouragement, and encourages children to share and take turns, and redirects those who find this difficult to help them achieve.
- The childminder has a good knowledge of each child's needs, interests and abilities. She uses this when suggesting activities they might like. She initiates conversations to extend children's language skills and poses questions to encourage their thinking. She ensures that the physical needs of babies are met,

responding quickly if they show signs of hunger or of being tired.

- The childminder supports children to develop their physical skills well. Two- and three-year-olds show they are very agile as they propel themselves at speed around the garden on sit-and-ride toys. They negotiate the space, avoiding collision.
- The childminder ensures that children with special educational needs and/or disabilities receive good support. She attends meetings with parents and other professionals to agree support strategies and implements 'MyPlans' effectively.
- The childminder encourages children to develop a love of books. She reads stories and teaches children to handle books carefully, turn the pages and enjoy looking at books independently. The childminder shares dual language books to help children learn about the cultures and ethnicity of others who attend.
- Children recognise and talk about the colour of objects. They can identify objects that look the same. For example, they found felt shapes that look like witches' hats. The childminder introduces some mathematical language. However, she does not challenge children to recognise the value of numbers, compare groups of objects and extend their mathematical awareness further, as they go about their play.
- The curriculum covers all areas of children's learning and is implemented effectively. Children make good progress from their individual starting points. They develop their imaginations and creativity particularly well. Children show this in their artwork, musical activities, and role play.
- The childminder works well in partnership with parents. She obtains information about children's interests and abilities at the earliest opportunity. Parents receive regular feedback about their children's progress. Parents' testimonials praise the childminder's support of their children. They report positively about their children's language development.
- The childminder works well in partnership with one playgroup children attend, sharing regular two-way information about children's activities and progress. However, she has not established a good partnership with the other setting attended. Therefore, she cannot be sure that the experiences she offers complement those all children have elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good knowledge of potential indicators of abuse and neglect. She talks confidently about what she would do in the event of a concern about the welfare of a child in her care and who to report concerns to. She is clear about her responsibilities to safeguard children's well-being. She keeps her safeguarding knowledge up to date through training and has a written policy to refer to. The childminder maintains a safe and secure environment and supervises children well. She helps children to learn to keep themselves safe. For example, when using knives to cut their fruit snack, and when on outings.

What does the setting need to do to improve?

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

- make greater use of opportunities that arise during the course of children's play to increase their confidence in counting, ability to recognise the value of numbers and compare groups of objects, and learn more about other mathematical concepts
- improve the partnership with other settings that children attend, to foster a two-way sharing of information and ensure that the experiences offered complement those children receive elsewhere.

Setting details

Unique reference number	101100
Local authority	Gloucestershire
Inspection number	10307936
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 10
Total number of places	5
Number of children on roll	12
Date of previous inspection	15 March 2018

Information about this early years setting

The childminder registered in 1996 and lives in Stroud. She works from 7.30am to 5.30pm, Monday to Friday. The childminder is in receipt of funding to provide free early education for two-, three- and four-year-old children. She holds a relevant childcare qualification.

Information about this inspection

Inspector

Linda Witts

Inspection activities

- This was the first routine inspection the childminder has had 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 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 during indoor and outdoor activities.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector read testimonials completed by 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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