

# Childminder report

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Inspection date:

7 December 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children feel at home in the experienced childminder's care. Those who are new to the setting receive extra cuddles and reassurance to help them to feel safe and secure. The childminder gets to know children and their families very well. She spends time with parents to find out about children's routines and care needs, as well as their interests and experiences at home. The childminder uses this information to plan learning experiences which help children develop the skills needed for future learning, such as the move to pre-school. Children are keen learners. They display high levels of concentration as they explore the resources on offer. Children benefit from daily opportunities for fresh air and exercise as they play outside in the childminder's garden.

Children behave very well. The childminder makes sure that a consistent routine is followed each day. This helps children to manage their expectations and know what is coming next. For example, children sit together on the rug when the childminder reminds them that it is time for a drink and a biscuit. The childminder promotes children's independence as she prompts them to find their coat. Children accurately identify which coat is theirs, such as 'the spotty one'.

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

- The childminder recognises areas of her practice that she would like to improve. She works with the local authority early years adviser to seek information to update her knowledge and skills. However, despite her efforts, the childminder is yet to find fully effective ways to embed her updated knowledge and skills in her practice.
- The childminder plans a curriculum which builds on children's experiences from home, as well as what they already know and can do. She provides them with a range of resources that are thoughtfully chosen to extend their learning. However, at times, the childminder does not consider the organisation of the learning environment, particularly during outdoor play. For example, the youngest children are not able to access resources and engage in learning opportunities to the same extent as their older peers.
- Care practices are good. The childminder changes children's nappies in the hallway, which provides them with privacy from their peers. She speaks to them in gentle tones and involves them in this process. For example, the childminder suggests that children clean their doll's face and hands with a wipe. She works with parents to support young children to use the potty. The childminder praises their efforts to have a go and reminds them they can try again later in the day.
- Children display a strong interest in books. The childminder reads to them on numerous occasions throughout the day. She supports children's communication and language skills effectively. The childminder introduces a range of vocabulary

to describe the characters in the story. Children use words such as 'small', 'big' and 'huge' to describe the different dinosaurs. They demonstrate their understanding of adjectives, such as the word 'spikey'. Children point to the spikes on the dinosaur's tail and say 'ow' as they pretend that the spikes hurt their finger.

- The childminder works successfully with other providers to ensure that children's needs continue to be met when they move between settings. She uses written documents to share information with them about their learning and development, as well as information about their personalities and communication methods. The childminder meets with other providers to share feedback and to support children who have additional needs.
- Partnerships with parents are strong. The childminder speaks with them daily and shares monthly updates to their learning and development in individual notebooks. This helps parents to support and extend their children's learning at home. Feedback from parents is positive. They comment on the childminder's 'fair and caring presence' and flexibility with children's daily routines to complement their experiences at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children. She has a suitable knowledge of the indicators of potential abuse and her responsibility to report these concerns. The childminder attends child protection training to support her knowledge of safeguarding practice. She carries out risk assessments of the areas of her home used by children and makes sure that resources are developmentally appropriate. For example, the childminder ensures that resources provided do not contain small parts that could pose a choking hazard to young children. The childminder follows safe sleeping guidance to make sure that children are safe when they nap in a pushchair.

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

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

- strengthen understanding of updated early years knowledge and embed this in practice to further improve outcomes for children
- enhance the organisation of the learning environment to support all children to access the curriculum and promote their learning to the highest level.

## Setting details

<b>Unique reference number</b>	100808
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10311807
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	11 April 2018

## Information about this early years setting

The childminder registered in 1997 and lives in Hartpury, Gloucestershire. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

## 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to parents and considered their views.
- 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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