

Childminder report

Inspection date: 7 February 2024

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 are safe and happy in the childminder's care. They eagerly enter the welcoming environment and quickly become involved in play. Those children who are more reluctant to leave parents take comfort in having cuddles with the childminder until they are ready to go and explore. She is very nurturing and helps the children to feel emotionally secure. The childminder knows the children very well, understanding that they need particular support around their communication and language, as well as personal, social and emotional support, incorporating this into their day. For example, she supports young children to share and work together when building a tower. She discusses the colours of the blocks as they build, encouraging them to name them with her. Children are making good progress in all areas of their learning and development.

Children behave well. The childminder is a good role model, encouraging children to use good manners and to help tidy up the play area. The childminder supports young children to be kind to each other and helps them come up with solutions. She supports them to be kind and considerate to each other, supporting their personal, social and emotional development. For example, when two children want the same scooter, she helps them find another scooter and ride together. She supports the children to learn how to keep themselves safe. When out on walks, children know to hold on to the buggy. They learn to stop when the childminder calls out 'stop.'

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

- The childminder notices all children's attempts to communicate and responds, encouraging their speech and language and communication. For example, when young children make a noise and point to the outside, the childminder says 'would you like to go outside?' and gets them ready to go out. She helps them learn new words and develop their vocabulary by going through 'first word' books together. Children say the names of the pictures, and some find the toy to match the picture. For example, children say 'shark' then go and find the toy shark. The childminder praises them, and they beam with pride, supporting them to have high self-esteem.
- Children have opportunities to develop their mathematical and physical skills. The young children choose to play with shape sorters, correctly matching the shapes with the holes. The childminder works with them as they sort coloured balls into matching coloured bowls and practise their spatial skills by successfully assembling puzzles together.
- The childminder plans trips outside the home, giving the children the chance to link up with the local community and have new social experiences. She attends local groups with other childminders, where children have a chance to play with

different children and adults, supporting their interaction skills. Children have many opportunities to develop their personal, social, emotional and communication skills.

- The childminder uses observations to determine what progress children are making in their development and what next steps they need to help them to progress further. However, sometimes, the next steps in learning is not appropriate for the child's age and stage of development, making it difficult for them to achieve that goal. The childminder identifies any areas where children may need extra support and links with other professionals and parents.
- Partnership with parents is generally good. Parents comment that the setting feels like a 'home from home' and love the welcoming, relaxed environment. Children are progressing well in the childminder's care. However, parents do not always know what the childminder is working on with their children, or how they can further support their learning at home.
- The childminder evaluates her provision. She attends online training, talks with her peers and reads professional websites to help keep up to date with changes in early years. For example, when children are slightly behind with their speech and language development, she researches and seeks ideas to help her improve children's communication skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide parents with more information about their children's progress and what they can do to extend children's learning at home
- ensure that next steps in children's learning are developmentally appropriate for the age of the child.

Setting details

Unique reference number	100739
Local authority	Gloucestershire
Inspection number	10312210
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder has been operating since 1989 and lives in Lydney, Gloucestershire. Her core hours of work are Monday, Tuesday and Wednesday, from 8am to 4.30pm.

Information about this inspection

Inspector

Joanne Neenan

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 childminder spoke to the inspector about children's learning and development, with a particular focus on their communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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