

# Childminder report

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Inspection date: 22 February 2024

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| 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 make good progress in their learning and development at the setting. This can be attributed to the good support they receive from the caring childminder, who knows their likes, dislikes and abilities. The toddlers and young children arrive with enthusiasm. They show they are settled and happy.

Children relate well to the childminder and show confidence to interact with unfamiliar people. They learn to play cooperatively and to show kindness to others from a young age. Young children are keen to explore, investigate and join in with the good range of activities that the childminder plans to promote their learning. Toddlers move freely between the lounge and playroom, under the vigilant supervision of the childminder. They investigate the wide selection of resources and know where to find favourite toys.

Children engage in activities that the childminder plans to develop their concentration and pre-writing skills. They show enthusiasm to learn and practise newly acquired skills. For example, young children say the colours of play dough that they choose and learn how to use the newly purchased play dough tools. One child learns how to use a tool to squeeze dough and another uses a rolling pin and cutters with increasing skill to create different shapes.

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

- The childminder has a clear awareness of where each child is in their learning and what they need to learn next. She plans a varied curriculum that covers all areas of learning effectively. She offers a good balance of focused, quieter activities and more active play. She makes good use of resources and plans activities that build on the interests and abilities of the children.
- Children can initiate their own play and develop their independence. For example, children showed good imagination and understanding of the world while playing with dolls, the play farm and toy vehicles. The childminder extends children's learning during such play, asking questions to promote their language, thinking and understanding of the world.
- The childminder models the use of language well and introduces new vocabulary instinctively. For example, during a play dough activity, she introduces words to describe size, shape and textures. The childminder encourages children to talk and is quick to respond to children's non-verbal gestures as children make their needs known.
- The childminder fosters children's self-esteem through praise and encouragement. She shows genuine excitement when children achieve. For example, a toddler receives high praise when she hears them say a new word. The childminder teaches children good manners and helps them to follow

instructions well and to learn to take turns.

- Toddlers receive care tailored to their individual needs to ensure their physical and emotional well-being. The childminder changes nappies promptly to avoid toddlers' discomfort, and helps children to become independent in their toileting, ensuring privacy. She identifies and responds sensitively to signs of hunger and tiredness. She gives reassuring cuddles and adapts her schedule to meet individual needs.
- The childminder makes good use of her garden, particularly during warmer months, to enhance children's learning. Children have good opportunities to increase their agility using play resources in the garden and as they explore local green spaces.
- The childminder works well in partnership with parents. She seeks plenty of information from parents when children start at the setting to ensure that she has a good picture of where children are in their learning. She gains regular feedback from parents to help her to monitor the effectiveness of her provision. However, the childminder is less proactive in seeking information about children's learning experiences in some of the other settings that children attend. Therefore, she cannot be sure that her provision complements the experiences children have elsewhere.

## **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:**

- work proactively in partnership with other settings that children attend, to foster a greater two-way communication to ensure that children's learning experiences complement those they receive elsewhere.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 101060  |
| <b>Local authority</b>                             | Gloucestershire   |
| <b>Inspection number</b>                           | 10317381  |
| <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 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | 10 May 2018   |

## Information about this early years setting

The childminder registered in 1995 and lives in Gloucester. She operates from 7.30am to 5.15pm Monday, Tuesday, Thursday and Friday all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4. The childminder receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Linda Witts

## 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 inspector discussed the planned curriculum with the childminder and observed how she implements the educational programmes.
- The inspector observed interactions between the childminder and children and spoke with her at appropriate times during the inspection.
- The inspector looked at relevant documentation and discussed how the childminder safeguards children's welfare.
- The inspector read feedback sheets 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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