

Childminder report

Inspection date: 8 March 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

The childminder provides a warm and nurturing environment for all ages of children in her care. She builds supportive relationships with them and their families. She has successfully established links with the other settings that children attend, which helps to provide continuity of care. The childminder gets to know children very well. She uses information about them from their parents to adapt her practice for individual children's needs and next steps. The childminder regularly assesses children's development. Children make good progress in their learning.

The childminder uses what she observes and knows about children to ignite their learning. She uses their interests to provide a broad range of activities. She uses puppets, stories and favourite rhymes to enable children to listen and learn about sounds. When she reads to children, she engages and involves them in stories. Children care for books and open the flaps on pages and see pop-up animals. The childminder uses numbers up to three to introduce counting. She creates lots of opportunities for children to practise their communication skills. The childminder provides an ongoing commentary, discussing what children are doing. She uses repetition and short sentences so children begin to learn language for talking. Toddlers babble and make some recognisable sounds.

The childminder's familiar routines and activities help very young children know what happens next. She has high expectations of children's behaviour. There is consistent praise for children's successes and this helps encourage them to persevere when things are hard to do. This supports children to gain a sense of belonging and develop self-confidence.

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

- Children are enthusiastic learners, they actively explore and have a go. The childminder supports play well. She knows when to intervene and model how the musical instruments work and when to sit back to enable very young children to investigate. Children are physically active as they vigorously enjoy shaking bells that 'jingle' and tambourines that 'bang'. This helps children's developing body control and coordination.
- Very young children have many opportunities to develop skills of grasping and holding. They concentrate well and show good hand-eye coordination. They know if they turn a dial the toy will play a sound. However, sometimes what the childminder wants children to learn next is not consistently delivered. For example, to strengthen opportunities for young children to walk.
- The childminder supports children's good health and well-being. Children enjoy a varied nutritious menu that includes lots of fruit and vegetables. Children learn to sit safely in their high chairs and eat snacks independently. The childminder

supervises children well at mealtimes. She is attentive to their sleep needs and children rest when they need it.

- Partnerships with parents are effective. The childminder works closely with parents to meet children's needs. Parents are well informed about their child's learning and care through daily feedback. Parents say their children love to come, and are developing a range of great skills that support their development.
- The childminder continues to focus on her professional development. She updates her knowledge through regular training as well as by working closely with local childminders. She relishes opportunities to share practice and hold professional discussions with others. She completes training that extends her knowledge of changes to childminding that links to best practice. The childminder regularly evaluates her practice. For example, she asks parents to complete questionnaires and uses feedback to improve her service.
- The childminder is very active in her community. She regularly takes children to visit local parks to explore the world around them. Children attend a range of activities and learn to socialise with others at nearby children's groups. The childminder enables very young children and older school-age children to mix safely and enjoy each other's company.

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:

- focus more precisely on what children need to learn next, to enable them to practise and gain new skills more swiftly.

Setting details

Unique reference number	101246
Local authority	Gloucestershire
Inspection number	10317382
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 1993 and lives in Cheltenham, Gloucestershire. She operates all year round from 8am to 6pm from Monday to Friday, except bank holidays and family holidays. She is a qualified teacher and also holds an early years qualification at level 3.

Information about this inspection

Inspector

Claire Cook

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- The inspector observed the interactions between the childminder and children.
- The children interacted with the inspector during the inspection.
- A meeting was held with the childminder. This included a review of relevant documentation, including suitability and training.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.

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

T: 0300 123 1231
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