

Childminder report

Inspection date: 30 July 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel happy and secure in the care of the kind and nurturing childminder. They form strong relationships her and their peers. The childminder delivers a well-planned curriculum which promotes children's independence, happiness and readiness for school. She plans themed activities that reflect children's current interests and real-life experiences. For example, during the summer season, children take part in play activities related to the seaside, as many have recently been on, or are preparing for holidays. This helps keep children motivated and focused on their play and learning. Children make independent choices and show resilience in their play. For example, they carefully carry cardboard boxes through the playhouse door and place them on the patio to use in imaginative ways. The childminder offers children support and guidance without taking over their play. This supports children to develop a can-do attitude and helps them to build confidence in themselves and their abilities.

The childminder knows each child well and tailors learning experiences to their individual strengths and next steps. Children are developing hand strength in readiness for early writing. They confidently use pens, scissors and glue to make snorkel masks. Children are eager to share their knowledge about sea life and confidently explain that sharks cannot live on land. The childminder extends their language skills through meaningful interactions. She introduces new vocabulary, such as 'visor' and 'elastic' as she supports them in creating their masks.

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

- The childminder is reflective and regularly seeks parents' views to identify the setting's strengths and areas for improvement. She completes mandatory training and engages in some research. However, she has not pursued enough opportunities to further develop her knowledge and skills. This limits her ability to fully align her practice with current expectations. For example, the childminder is currently using outdated early years foundation stage guidance to assess children's starting points. The childminder acknowledges the need to update her overall approach to ensure her practice remains current, consistent and fully aligned with the latest early years guidance and best practice.
- The childminder has some systems in place for sharing information with other settings that children attend or move on to. For example, she sends transition records to share information about children's development and communication styles. However, these systems are not consistently used to share ongoing, detailed information to fully promote continuity in children's learning and development over time. Additionally, the childminder has not formed effective partnerships with other professionals, which reduces opportunities for reflective dialogue to help her stay informed about current best practice and changes to

legislation.

- The childminder provides children with a clean, well-organised and safe environment. She supports children to understand the importance of good hygiene through fun, engaging and developmentally appropriate ways. Children demonstrate good self-care skills and use the toilet independently. They regularly wash their hands and enthusiastically sing the handwashing song.
- The childminder communicates effectively with parents, sharing detailed daily information through a notebook. This includes updates on children's experiences, their learning and development, and any artwork they have created. Parent feedback is consistently positive. Parents value the childminder's warm, caring approach, clear communication and attentiveness to their children's individual needs. These strong partnerships support children's well-being and contribute to their growing confidence.
- The childminder promotes children's early mathematical development through practical and engaging activities. She models accurate counting, lining up sea creatures and supporting children to count slowly and carefully. Children count to 11 and extend their understanding of number, adding one more and comparing quantities against their peers.
- Children demonstrate strong imaginative play skills, confidently using everyday objects to support their ideas. The childminder effectively nurtures their creativity through well-supported role play. For example, children transform cardboard boxes into props. They build ocean scenes with sea creature toys and blankets, and link their play to familiar stories. The childminder extends children's thinking skills. She introduces new vocabulary and suggests they gather additional sea creatures, such as crabs, sharks and walruses. The childminder reinforces children's engagement with praise. This helps to support their emotional well-being and growing confidence.

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:

- seek further professional development opportunities to update knowledge and skills, and ensure that practice remains current and supports children to make the best possible progress
- strengthen partnerships and information sharing with professionals from other settings children attend and move on to, to offer a fully complementary and consistent approach to children's learning and development.

Setting details

Unique reference number	100875
Local authority	Gloucestershire
Inspection number	10399826
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 December 2019

Information about this early years setting

The childminder registered in 1993 and lives in Quedgeley, Gloucester. She offers childcare between 8.30am and 4.30pm, from Monday to Thursday for most of the year. The childminder has a level 3 qualification in early years education and childcare. She receives early education funding for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- 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 through written testimonials.
- 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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