

Childminder report

Inspection date: 25 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistants provides a safe, nurturing and homely environment. They place great emphasis on supporting the emotional needs of all children in her care. For example, they offer comfort and support for those who become upset or need reassurance. Consequently, children settle quickly and demonstrate that they feel safe and secure in their care. Children are very happy and develop close bonds with both the childminder and their peers. The childminder and her assistants have high expectations for children's behaviour. They promote a positive, respectful environment with encouragement and praise for the children's acts of kindness. Children learn how to be caring and courteous as they develop good social skills. Older children are kind and considerate of younger children's needs. Children's behaviour is good.

The childminder focuses her curriculum on promoting children's personal and emotional skills and leading a healthy lifestyle. For example, children learn about the importance of good oral hygiene through their play. Children thoroughly enjoy the freshly prepared nutritious meals and snacks that the childminder provides. The childminder and assistants are positive role models. They consistently use good manners when speaking to children and each other. Consequently, children are well mannered towards others. Children learn to manage risk for themselves. For example, they can recall the rules for climbing the slide safely and know to stop, look and listen when crossing roads.

The childminder has a dedicated staff team who ensure the welfare of all children. They are quick to recognise when children need additional support and collaborate closely with parents and other professionals. This helps to ensure all children, including those with special educational needs and/or disabilities (SEND) and children who learn English as an additional language, make the progress of which they are capable.

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

- The childminder builds positive relationships with parents. She provides them with regular updates about their child's development and next steps for learning. Parents' written comments express that they are happy with the provision, and they value the safe and happy environment that the childminder and her assistants create.
- Children benefit from good opportunities to build on their independence. The childminder and her assistants recognise the benefits of children learning to manage some age-appropriate tasks, supporting this well. For instance, babies learn how to feed themselves finger foods and hold their water cup to drink from confidently. Older children put on and fasten shoes as they get ready to go

outdoors. The childminder encourages and praises children as they take great pride in their growing independence.

- The childminder and her assistants support children's emerging language development very well. They listen and respond to young children's chatter as they begin to communicate. Older children learn to extend their vocabulary as the childminder reads stories to them, introducing new words. Younger children enjoy songs and rhymes, The childminder adds to the excitement of the rhymes by adding puppets and props for younger children.
- The knowledgeable childminder finds out from parents about their children's routines and abilities before children start attending. She uses this information and her regular assessments to plan and implement a sequenced curriculum that consistently considers children's individual interests.
- Children are beginning to develop a love of books. They take part in whole group adult-led activities, such as sharing a story or enjoying a rhyme.
- The childminder and her assistants do not always make the most of opportunities to allow the youngest children to freely explore the resources on offer and initiate their own play to develop their own imaginations without adult support.
- Children develop good physical skills. They enjoy active play, including riding push-along bicycles outdoors and climbing up the steps of the slides. Babies develop their confidence in learning to stand and navigate their way around to reach toys and resources, such as the mud kitchen. They watch closely to promote their safety, encouraging and supporting their growing curiosity.

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 more child-led experiences for the youngest children to allow them to develop their own imaginations and freely explore, following their own interest.

Setting details

Unique reference number	2643717
Local authority	Gloucestershire
Inspection number	10332887
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 11
Total number of places	6
Number of children on roll	34
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in October 2021. She works from the home of her co childminder in Tewkesbury, Gloucestershire. The childminder offers care Monday to Friday 7.30am to 5.30pm for 48 weeks of the year. The childminder holds a relevant childcare qualification at level 3. The childminder always works with a co-childminder or assistant.

Information about this inspection

Inspector
Tracey Cook

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector observed the quality of education being provided both indoors and outdoors.
- The inspector considered parents' written views during the inspection.
- The inspector held a discussion with the childminder about the leadership and management of her setting.
- The inspector viewed key documents, such as suitability information for the childminder, her assistants, and their training certificates.
- The inspector carried out a joint observation with the childminder to observe interactions between children.

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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