

Childminder report

Inspection date: 16 July 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

Children grow in confidence and are happy at the childminder's 'Miles of Smiles Childcare'. They have built strong, close, trusting bonds with all those caring for them. Their needs are supported closely. The childminder is attentive and thoughtful, ensuring children's well-being remains high. Parents are very complimentary and say that the childminder clearly adores her job and the children.

The childminder plans her curriculum carefully, focusing on each child's development needs and interests. Children are inspired to explore the stimulating activities and interesting resources and do so confidently. They select items independently and test out their ideas. Older children build with blocks. They are supported to think and solve problems and create intricate structures, such as a 'horse stable' with lots of towers. They show positive attitudes to learning and developing their skills.

The childminder channels young children's exuberant energy well, offering them fun activities and useful resources and areas. Children run around giggling as they pretend to be piglets and the childminder a wolf, linked to a recent storybook they have read. Children explore musical instruments. They listen well to the childminder and follow the actions to songs, jumping like bunnies or stomping like dinosaurs. Older babies toddle about excitedly in the garden. They balance well as they negotiate different levels and slopes; adults are close by to offer them a helping hand when needed. Older children use the balance bikes outside. They confidently move in different ways, developing their coordination and physical strength effectively.

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

- The childminder shows a keen interest in and a passion for her work. She thinks about what she provides, evaluating her effectiveness, and leads the practice at her provision well. She seeks suitable training to help develop teaching and the areas used, enhancing and extending the experiences that children receive.
- Children develop a keen interest in nature. They are fascinated to find insects in the childminder's garden. Older children very carefully and thoughtfully move some to a safe area and take particularly good care of a tiny baby snail. The childminder skilfully links to a favourite story about a snail and a whale, inspiring the children's interest and focus further.
- The childminder recognises children's individuality. She values children's differences and links to these thoughtfully, speaking to children in both English and their home languages, extending their skills effectively. She outlines what they need to learn next, focusing on gaps in their learning and making plans for

how she will help these gaps close.

- The childminder explains things to children, helping them learn new words and developing children's conversation skills and confidence. At times, the childminder uses beneficial additional arrangements, such as signs and gestures, to help support the younger and less vocal children's communication. However, at other times, they miss the chance to encourage the children to express themselves.
- The childminder calmly supports children as they struggle to manage their emotions or frustrations. She is very patient and perseveres to help children understand expectations. Older children play cooperatively together, share toys and take turns with resources, often independently.
- The childminder thoughtfully and beneficially involves children in the routines of the day. They eagerly tidy away the toys as they hear the tidy-up song and knowledgeably put items in the right places. Children work to put on their shoes to go outside and older children thoughtfully help their younger friends. Children effectively develop their independence skills and sense of responsibility.
- The childminder builds strong relationships with parents, offering considerable support for families. She liaises closely with them, focusing on children's changing needs. She works hard to gain information from all aspects of children's lives. However, she is not always successful in obtaining information from all the other settings that children attend, to help with future planning and provide a consistent approach for children.
- The childminder supports many aspects of children's development on outings into the local community. She takes them to playgroups to mix with groups of children, developing their confidence and social skills. Children join trips to collect children from local schools, beneficially becoming accustomed to school life and being around older children. They visit local parks and collect interesting items while out on walks, such as pine cones.

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:

- extend the support for younger children to express themselves, particularly for those who need more help to develop these skills
- enhance the information obtained on children's learning needs from other settings that children attend, helping future planning and a consistent approach for children.

Setting details

Unique reference number	2665171
Local authority	Gloucestershire
Inspection number	10347121
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 7
Total number of places	12
Number of children on roll	19
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Cheltenham. She operates from 7.30am to 5.30pm, Monday to Thursday, all year round. The childminder regularly works with an assistant. The childminder and her assistants hold appropriate qualifications; two have qualified teacher status and one an early years qualification at level 3. The childminder is in receipt of early education funding for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

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 provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the 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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