

Childminder report

Inspection date: 17 September 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 creates a welcoming and fun environment for the children in her care. She builds strong relationships with the children and their families and uses the information she gathers to plan a broad curriculum that supports each child's progress. Children engage in a good balance of adult-led and child-initiated activities. Young children are encouraged to join in with group activities, such as morning circle time, which helps them to develop a strong sense of belonging. The childminder sits with the youngest children to help maintain their attention. Children show their enthusiasm by clapping their hands and bouncing their legs to the songs. Their warm and secure relationships with the childminder are evident as they cuddle up to her and rest their head on her lap.

The childminder provides opportunities for children to explore a variety of textures and materials in their play. She is a good role model and supports children to develop their imagination as she pretends the materials are from familiar stories. Young children develop their handling skills as they use a spoon to fill a bowl with oats. The childminder actively promotes children's language and early literacy development by engaging in conversations with the children about their activities. For example, she says, 'You are making some roasted fox.'

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

- The childminder supports children's good health, preparing nutritious meals and snacks for them to enjoy throughout the day. Children are aware of the expectations for their behaviour and sit up at the table together. They demonstrate good table manners and say 'please' and 'thank you'. However, on occasions, mealtimes are not organised as well as they could be and children wait for extended periods, which interrupts their engagement and opportunities for learning.
- The childminder recognises the significant role technology plays in children's lives. She provides some opportunities in the setting for children to access and use technology, such as using online yoga videos. However, the childminder has not yet considered effective ways to support children to develop their understanding of the risks associated with digital technology to keep themselves safe.
- The childminder introduces young children to simple sign language to support their early communication skills. At mealtimes, she encourages the youngest children to say 'thank you' for their lunch and demonstrates the sign for children. She gently places her hand over children's to support them to do this independently.
- The childminder successfully supports children's health and well-being needs. On induction, she gathers a range of information about children's routines at home,

such as feeding and sleeping, and works with parents to follow these until they are familiar with the setting's routine. Good nappy changing routines ensure that children remain comfortable throughout the day. The childminder quickly recognises when children become tired and ready to sleep. She closely monitors children while they sleep to ensure that they are safe and well.

- The childminder's curriculum places a strong emphasis on children's well-being. She encourages an active lifestyle and ensures that children spend plenty of time outdoors in the fresh air, which helps improve their concentration on learning activities throughout the day. Every morning, the children, along with the childminder and co-childminders, ride their bikes up the lane outside the setting. To ensure their safety, the childminder conducts thorough risk assessments and the children follow consistent rules to understand personal safety. For example, they learn to wear helmets and keep enough space between each other to avoid collisions.
- Partnerships with parents are good. The childminder shares information with them at drop-off and pick-up times and updates parents on developmental progress through online learning records. Parent feedback is very positive. They appreciate the informative and honest handovers and the online community, which shares photos and information about the adventures children have had during their time at the setting. Parents state that their children thrive in the wonderful environment.
- The childminder has effective working relationships with her co-childminders and assistants. They are dedicated to providing a high-quality service and meet regularly to discuss what they do well and identify areas for further improvement. The childminder has a good understanding of recruitment and vetting processes to ensure that assistants are suitable to work with children.

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:

- develop further the organisation of mealtimes to reduce the time children spend waiting and fully support their engagement in learning opportunities
- identify ways to support children to develop an even better understanding of how to keep themselves safe when using digital technology.

Setting details

Unique reference number	2727722
Local authority	Gloucestershire
Inspection number	10363496
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 8
Total number of places	18
Number of children on roll	35
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Staunton, near Coleford, in the Forest of Dean. Her business is called Saplings Childminding. She works alongside two co-childminders and has two registered assistants. Care is provided for children between the hours of 7.30am and 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder talked to the inspector about the curriculum on offer and what she wants the children to learn.
- 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.
- 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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