

Childminder report

Inspection date: 22 July 2025

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 receive a warm welcome from the friendly childminder and show they are very happy and settled in her care. The childminder implements her curriculum effectively and promotes children's all-round development very well, overall. Children thoroughly enjoy the rich learning experiences that the childminder plans.

The childminder is particularly skilled in promoting children's communication and language development through her interactions with them. She narrates their play and asks pertinent questions to foster conversations. She encourages children to recall past experiences and share their ideas. Children, who are all aged under three years, confidently tell visitors about what they are doing and have done. For example, they describe how they made a cake with blackberries they picked.

Children make choices in their play and the childminder offers ideas to extend their learning. The childminder knows instinctively when to play an active role in children's play and when to stand back and let them play freely. Children explore the attractive learning environment that the childminder creates to foster their independence, to inspire them to be inquisitive and to use resources imaginatively. For example, children busy themselves at the play kitchen. They role play based on first-hand experiences, such as baking, recalling what ingredients are needed and the process to follow to make a cake.

Children get on well together. They learn the childminder's behavioural expectations from a young age. They follow instructions well and learn good manners. Children learn to share and take turns and receive high praise for being kind to each other.

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

- The childminder knows children's abilities and identifies their next steps for learning. She skilfully uses what she knows to promote children's development. For example, in preparation for starting pre-school children gain greater independence. They learn to hang their coats, put on their shoes and to use the toilet. Children pour their drinks and learn to use knives safely to cut their fruit snack. They develop their small muscles, coordination and early writing skills as they manipulate dough, use tools to roll and cut it, draw, paint, and make marks in different mediums.
- The childminder encourages children to count, recognise shapes and numerals. For example, children enjoy singing number songs and use props. They sing about five speckled frogs, ducks and currant buns with great enthusiasm and say how many are left each time they take one away. Children recognise numbers one to three confidently and spot shapes in the outdoor environment. For

example, they point out drain covers that are square, rectangles and circles.

- Children enjoy fresh air and exercise outdoors every day. For example, they develop confident physical skills as they use play equipment in the garden and at local parks. Children like to create obstacle courses in the garden and demonstrate how to roll and spin large hoops.
- The childminder promotes children's understanding of the world. For example, she provides first-hand opportunities for children to learn about the life cycle of butterflies. Children know that caterpillars build a 'cocoon' and turn into butterflies. Children observe tractors in a neighbouring field. They learn about seasonal changes as they explore fallen leaves and excitedly pick blackberries. The childminder takes children to local groups to socialise with others and to places of interest using different modes of transport. Children share their experience of going on a bus. The childminder uses opportunities that arise to share children's uniqueness and to help children to value one another. Children see some positive images of different cultures in books. However, the childminder does not incorporate many opportunities for children to learn about the diverse world in which they live, such as other cultures, religions and languages.
- The childminder evaluates her practice and embraces training opportunities to enhance her knowledge and skills. For example, she completed courses to reaffirm her knowledge of how best to promote the learning of very young children, to enhance her support of babies.
- The childminder works closely with parents to gain a good understanding of where children are in their learning from the outset. She uses an online app and daily conversations to promote ongoing communication. Parents praise the childminder highly for the way she communicates with them, and report that they get a good insight into their children's care and learning experiences. Parents attribute their children's confidence and much of their progress to the nurturing support that the childminder provides.

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:

- create more opportunities for children to learn about the diverse world in which they live, such as other cultures, religions and languages.

Setting details

Unique reference number	2730449
Local authority	Gloucestershire
Inspection number	10399422
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 3
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2023 and lives in Tewkesbury, Gloucestershire. She operates all year round between 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 5. She provides government funded childcare places.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The inspector discussed the planned curriculum with the childminder and observed how they implement the educational programmes.
- The inspector observed interactions between the childminder and children, and spoke with them at appropriate times during the inspection.
- The inspector joined the childminder and children on a local walk.
- The childminder and inspector discussed how she evaluates the effectiveness of her provision.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector took account of verbal and written testimonials from parents.

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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