

Childminder report

Inspection date:

10 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder knows children's likes, dislikes, interests and abilities. She knows what children need to learn next. However, the curriculum she implements lacks ambition and does not build effectively on what children know and can do. As a result, children do not make the progress they are capable of across all areas of learning. Nevertheless, the childminder ensures that children are occupied and happy. She encourages children to share and take turns. They learn to persevere at activities and to develop their concentration.

Children enjoy their time with the childminder and any assistants she works with. They are comfortable in the homely environment and relate well to the childminder and one another. Children new to the setting receive nurturing care from the childminder to help them to settle. The childminder offers reassuring cuddles when children show any signs of distress. Children like to involve the childminder in their self-chosen play, and she joins in enthusiastically.

The childminder fosters children's language development. She poses pertinent questions to encourage children to say what they are doing and to recall past experiences. For example, children recall family holidays and the delight of being splashed by a whale. The childminder encourages children to take on manageable tasks to promote their independence skills. For example, children learn to collect and return resources from the accessible storage.

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

- Although the childminder is passionate about her work with children, she does not fully understand her responsibilities as a childminder. She does not meet all of the learning and development requirements as she does not complete the required progress checks for children between the ages of two and three years. This means that the childminder does not provide parents with the required written summary of their children's progress in the prime areas of learning.
- The childminder does not assess children's progress consistently to identify gaps in their learning to help her to plan and implement a suitable curriculum. This means that sometimes children lose interest in the planned activities and do not gain valuable learning experiences. The childminder does not check that her curriculum and adult interactions with children extend children's learning to prepare them consistently for the move on to school. She wants children to develop their counting skills and colour recognition but does not actively promote this. For example, as children build with blocks, the childminder describes the height of towers they build as 'taller' and 'shorter' and introduces the names of shapes, but does not introduce counting or colours.
- The childminder knows a lot about children's families and cultural backgrounds.

Children see some positive images that reflect diversity in books and educational television programmes. However, the childminder does not help children to value their own cultures and those of their friends or local community.

- Children develop their physical skills. The childminder provides a variety of equipment in her garden to help build their muscles and coordination. Children like to draw and colour. The childminder teaches children to use writing implements with control and to give meaning to the marks they make.
- The childminder works closely with any assistants she works with and supports their professional development. She attends compulsory training, such as paediatric first aid and safeguarding training.
- The childminder seeks guidance from outside professionals to give her ideas to help children who she feels may require extra support. For example, she has purchased fidget toys and sand timers to encourage children to sit and join in activities for longer. Some children also attend other settings. However, the childminder does not work in partnership with all settings to create a collaborative approach to children's learning. She only works with a setting where she already knows practitioners.
- The childminder fosters positive relationships with parents and carers. She maintains daily communication with parents, sharing information about their children's experiences and care routines. Parents appreciate the daily diaries the childminder uses for the youngest children.
- The childminder meets children's care needs well. She provides healthy meals to promote children's growth and development. The childminder follows good hygiene practices to prevent the spread of germs and helps children to become independent in their toileting. The childminder ensures children's comfort by changing their nappies regularly, while ensuring their privacy.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
complete the required progress checks when children are aged between two and three years, to provide parents with a short, written summary of their child's development in the prime areas.	12/11/2025

To further improve the quality of the early years provision, the provider should:

- monitor the effectiveness of the planned curriculum to ensure that it builds successfully on what children know and can do and promotes their all-round learning and development
- create more opportunities for children to learn about their different cultures and increase their awareness of diversity
- work collaboratively in partnership with other settings children attend to support children's learning and development.

Setting details

Unique reference number	2734360
Local authority	Gloucestershire
Inspection number	10408052
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	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in July 2023. She lives in Newent, Gloucestershire. The childminder operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She works with an assistant. The childminder 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 she implements the educational programmes.
- The inspector observed interactions between the childminder, her assistant and the children.
- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The childminder and the inspector discussed how she evaluates the effectiveness of her practice and provision.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards the children's welfare.
- The inspector took account of written testimonials from other 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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