

Childminder report

Inspection date: 23 October 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 of all ages show that they feel safe and secure in the care of the friendly, enthusiastic childminder. They relate well to the childminder and one another. They are familiar with the routines of the day and are keen to explore the activities that the childminder carefully plans to promote their learning. Children are confident and show great enthusiasm to learn. They make strong progress in all areas of learning from their individual starting points.

Children develop their language skills well. Toddlers learn from the childminder, who narrates their play, and encourages them to learn new words. She helps children to pronounce words correctly. The childminder asks questions to encourage older children to talk about what they are doing and to recall past experiences.

The pre-school and school-aged children learn to keep safe near roads as they walk to and from school and pre-school. They get plenty of daily fresh air and exercise. When in the garden, children develop their agility as they run and negotiate outdoor space. For example, they giggle as they manoeuvre wheelbarrows at speed around the garden, chasing one another.

Children listen to the childminder and follow instructions well. They are well behaved and learn to show kindness to others, to take turns and to share resources. The childminder encourages children to take pride in their achievements. They delight in doing a 'high five' with the childminder in recognition of good learning and for being helpful.

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

- The childminder has a good overview of the effectiveness of her planned curriculum and completes a lot of useful training and reading to enhance her skills. For example, she read about repetitive behaviours, known as 'schematic behaviour' to help her understand more about how children learn. She knows each child's needs, abilities and interests and plans a curriculum that takes good account of this knowledge.
- The childminder manages time between school runs effectively to give the toddlers and older pre-school children a broad variety of learning opportunities. She provides good support as they go about their play but, occasionally, the childminder does not challenge the most able children's learning to extend what they already know and can do.
- Children gain an understanding of the world. They learn about seasonal changes, for example, during visits to an arboretum and while exploring local green spaces. They visit the local farm shop where they buy pumpkins. Children

talk about the sizes of the pumpkins and show an interest in the look and feel of the flesh and seeds inside.

- The childminder uses excursions to places of interest and books to enhance children's understanding of the world. For example, they visit the local airport and talks about planes. They saw a 'Mars' exhibit at a cathedral and like the new books about space. Additionally, children listen intently to stories that the childminder reads about nature. Children mimic the woodland sounds as they push buttons in one of their favourite books.
- Children gain independence from a young age. They learn to put on their shoes and coats. They are taught how to wipe their noses and to follow good hygiene procedures. Children are keen to help the childminder. For example, they enthusiastically collect cutlery and plates ready for mealtimes and they tidy up.
- The childminder instinctively encourages children to count. She introduces mathematical concepts, such as comparing size and using positional language. When children get out tape measures, the childminder encourages them to measure different objects and to find different numerals written on the tape measures.
- Children develop their early writing skills. They choose to chalk and paint, using the readily available resources in the garden. They draw lines and circles with increasing control and talk about the marks they make.
- Partnership working is well established with the local school and pre-school. However, the childminder has not established partnerships with other settings that children attend to provide a consistent approach to their learning and development.
- The childminder works very well in partnership with parents. Parents give high praise for the care their children receive and attribute their developmental progress to the support the childminder provides. They value the daily feedback and photos that informs them about their children's experiences. The childminder has recently introduced 'goody bags' that children take home. The bags are filled with carefully chosen books and fun activities that parents can use to extend their children's learning at home.

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 further challenges for the most able children to build upon what they already know and can do to enhance their learning and development

- develop partnerships with all settings that children attend to form a consistent two-way approach to children's learning.

Setting details

Unique reference number	2759043
Local authority	Gloucestershire
Inspection number	10349569
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 10
Total number of places	6
Number of children on roll	23
Date of previous inspection	Not applicable

Information about this early years setting

The childminder re-registered in November 2023, having previously been registered since 2008. She lives in the Chalford Hill area of Stroud and operates Monday to Thursday, from 7.45am to 6.15pm, all year round. The childminder offers government funded places. The childminder holds a relevant level 3 early years qualification.

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 the children and spoke with her at appropriate times during the inspection.
- The inspector joined the childminder on a walk to the local school and pre-school.
- 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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