

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 an organised environment where children feel happy and settled. She sets high expectations for their behaviour and gives children clear instructions, which help them to feel secure. Children listen attentively and respond well to her guidance. They show positive attitudes towards learning. Children are eager to play and approach activities with enthusiasm.

The childminder plans her curriculum based on the children's interests and their individual next steps in learning. She provides a good balance of adult-initiated and child-led play activities to support their progress. The childminder supports children's understanding of the world. She encourages them to collect natural materials, such as leaves, to decorate pictures of characters from familiar stories. As the children join in, they speak confidently, making links between the colours of the materials and the animals they are decorating. The childminder models how to spread glue all over the animal before sticking the materials onto the paper. Older children develop their mathematical knowledge. The childminder encourages them to match three-dimensional shapes to picture cards. She introduces mathematical terms, such as 'triangular prism', to describe the shapes of objects. The childminder encourages children to think for themselves and make connections to what they already know. For example, she asks them to think about the ice creams they eat to help them identify a cone.

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

- The childminder is dedicated to providing a positive learning experience for the children in her care. She stays up to date with the latest developments and is currently enhancing her qualification to level 5. She maintains strong working relationships with her co-childminders and assistants, demonstrating effective leadership by meeting regularly to discuss practice and identify training opportunities. Although knowledgeable, the childminder sometimes lacks confidence in her abilities to recognise areas of development to help raise the quality of the provision to the highest level.
- Children have many opportunities to learn about healthy lifestyles. They enjoy plenty of time outdoors. Children improve their coordination and balance during their daily bike rides with the childminder and co-childminders on a nearby lane. The childminder provides children with healthy meals and snacks, and children understand when and why they need to wash their hands. However, at times, some hygiene practices, such as sharing a hand towel, do not consistently support children's growing awareness of how good hygiene contributes to their good health.
- The childminder encourages children to be independent. During snack time, she encourages them to chop their bananas and spread butter on their toast. The

childminder provides them with small jugs of water or milk, allowing them to pour their drinks for themselves. Children demonstrate good handling and coordination skills and show a sense of responsibility by wiping their faces and collecting plates when they are finished.

- Children are beginning to learn how to manage their own safety. For example, when looking for leaves to collect for a sticking activity, the childminder points out areas that may pose a risk to children. Children identify that there may be stinging nettles, so they need to watch where they are walking. The childminder explains that while children can pick bracken, they should handle it carefully as it can sometimes be sharp.
- The childminder engages in meaningful discussions to assess children's knowledge. Before older children go on a walk with her co-childminder to identify different trees, she asks questions that encourage them to share what they already know. Children proudly explain that, 'Acorns come from oak trees.'
- The childminder builds strong partnerships with parents. She meets with them during induction to gather as much information as she can to support children to settle promptly. At the start and end of each day, she provides parents with updates on their children's experiences and progress. Parents speak highly of the childminder and her team. They describe them as an extension to their family and value their encouraging and supportive nature.

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:

- build on the good leadership skills to recognise areas of development and raise the quality of provision to the highest level
- strengthen opportunities for children to learn about the importance of good hygiene and how it links with their health.

Setting details

Unique reference number	2762912
Local authority	Gloucestershire
Inspection number	10349547
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 operates from her family home in Staunton, near Coleford, in the Forest of Dean. She has called her business 'Saplings Childminding'. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with co-childminders and assistants. The childminder provides funded early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- 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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