

Childminder report

Inspection date: 14 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder makes strong attachments with children and warmly welcomes them into her home. She is an excellent role model for children's good behaviour. She values children's opinions and responds swiftly to their emotional needs. Children are kind and courteous to each other and visitors. They are consistently praised for their achievements and demonstrate high levels of confidence. Children thrive at this setting and develop good emotional well-being and self-esteem.

The childminder has a secure understanding of what she wants children to learn and why this is important for them. She ensures that her curriculum reflects children's needs and interests and focuses on the knowledge and skills they need in preparation for their transition on to school.

The childminder shares her love of nature with the children and talks to them about the different wild animals that visit her garden, for example, 'Keith the Fox', the friendly badger and various garden birds. Children learn to care for living things. They work together to fill a bird feeder to hang in the garden. They enthusiastically spread the rest of the seed over the lawn to encourage more birds to visit. There is a strong emphasis on learning through nature, and children have ample opportunities to increase their physical skills and to be outdoors in the fresh air.

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

- The childminder supports children's emerging understanding of mathematical concepts exceptionally well. Mathematics is weaved throughout everyday activities and during focused learning times. For example, older children are keen to show the inspector what they have learned using the number blocks. They compare quantities by matching colour and height and use these number blocks as a basis for simple addition, saying, 'These two towers are white, and they are the same, so five plus five is 10.'
- The childminder regularly reflects on her provision. She considers how much children have enjoyed and benefited from their learning and what she could do differently to enhance their experiences next time. She does recognise that, on occasions, meeting the learning needs of a mixed-age group can be challenging for her. Consequently, on these occasions, the youngest children do not always fully participate and get the very most from the experiences that are on offer.
- The childminder has formed strong professional links with other childminders and uses this network to share good practice. For those children who attend more than one setting, the childminder ensures that she shares regular information to provide continuity of care. The childminder works well with external agencies and responds quickly to suggestions, for example, visiting a

local school to identify what would support children even further in their transition.

- Children enjoy rhymes, songs and stories to support their literacy and language development. The childminder encourages children to gather information from books and provides them with information from the internet. She helps them use this information to learn new words and facts. However, she does not routinely repeat what the younger children say or those in need of additional support with speech development to model the correct pronunciation of sounds.
- The childminder provides children with plenty of opportunities to develop their understanding of the world around them. For example, they regularly visit local places of interest. This enables children to develop a sense of belonging in the local community. Children attend a range of groups and learn to socialise with others.
- The childminder works with parents and carers extremely well. Parents comment that they consider the childminder to be, 'warm and exceptionally kind'. The childminder gathers information from parents and carers when children start and uses this information to help settle children quickly.
- The childminder gives children regular praise and positive encouragement throughout the session. She helps children to understand the consequences that their behaviours may have on others. She role models these expectations positively and applies a calm and consistent approach. The childminder is highly respectful of children's views and demonstrates a genuine interest in what they have to say.
- Mealtimes are sociable events. Children sit and talk to each other and remember to be polite to one another. The childminder encourages children to be independent with self-help skills, for example, putting on their own shoes before going outside. The childminder meets children's care needs effectively.

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:

- strengthen the intent for learning for the very youngest children to develop their interest and engagement
- model language consistently to children as they play to help them hear and use the correct pronunciation of words.

Setting details

Unique reference number	506676
Local authority	Gloucestershire
Inspection number	10349786
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 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 2001. She lives in the Wymans Brook area of Cheltenham, Gloucestershire. The childminder operates all year round, from 7.30am to 4pm, Monday to Friday, except for bank holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector observed the interactions between the childminder and the children. The childminder talked to the inspector about her curriculum and what she wants children to learn during a learning walk.
- The inspector and the childminder carried out a joint observation of children who were engaged in a child-led activity. The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- 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.

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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