

Childminder report

Inspection date: 19 March 2025

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

Children are happy to attend this childminding setting. They form secure relationships with the childminder and staff who work with her. The childminder plans a curriculum focused on developing children's communication skills, independence and love of the outdoors. She recently introduced kindness into the curriculum to support children's understanding of the importance of good behaviour. Children are consistently reminded of the childminder's expectations, as well as the consequences of their actions. For example, children learn to sit properly on the bench at the table for snack time. The childminder explains that if they do not do this, they may fall and hurt themselves.

Children display a sense of belonging and come together as a group for a morning circle time. The childminder supports children to develop good early literacy skills. Children demonstrate an interest in books and eagerly recall past stories. They enthusiastically join in with action songs and rhymes. Babies are actively involved and demonstrate their growing physical development. They stand and bend their knees, dancing as staff and children sing to them. The childminder encourages children to be independent. Children take responsibility for managing their personal care. They wash their hands before mealtimes and have a go at dressing themselves for outdoor play. The childminder provides children with lots of opportunities to be physically active. Children confidently navigate climbing equipment and slides. Babies develop motor skills and sensory awareness as they explore the texture of sand with their hands, learning how it feels and moves.

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

- The childminder tailors her curriculum to meet each child's individual development needs and abilities. She gathers information from parents about what children know and can do at home and uses this information to plan their next steps in learning. The childminder swiftly identifies and addresses any gaps in children's learning, ensuring that they make the progress they are capable of.
- The childminder promotes children's communication and language skills well. She consistently engages in conversation with children, describing what they do and introducing new vocabulary. For example, during snack time, she talks to children about the fruit they are preparing, describing mango as 'slimy' and avocado as 'soft'.
- The childminder supports children's awareness of the importance of good oral health. She reads stories about a lion who needs to visit the dentist and encourages children to make links to their own experiences. The childminder provides opportunities for children to practise the brushing motion with a toothbrush. She engages them in meaningful discussions about their tooth brushing routines at home. They discuss the importance of eating healthy foods

and limiting the sugar they eat. Children look in the mirror at their smile to check that their teeth are clean.

- The childminder works closely with her staff team to manage children's behaviour consistently. She supervises children and intervenes when necessary, explaining the importance of kindness, sharing resources and following the setting's rules. The childminder helps children understand the impact of their actions on others, such as how certain behaviours can make someone feel sad. However, she does not provide children with a wide enough range of experiences to help them to learn how to regulate their feelings and emotions to further support their emotional development.
- The childminder has introduced some daily activities, such as morning circle time, to help children understand the setting's routine and what is happening next. However, transition periods, particularly when children return from outdoor play and before lunch, are less well organised. While the childminder attends to children's personal care needs, some children find it difficult to remain engaged, and they become a little disruptive. The youngest children, although happy and content, lack additional support from the childminder or her staff to be fully involved in meaningful play activities to fully support their learning.
- The childminder has good relationships with parents. She updates online learning records and gives verbal handovers at the end of each day to keep them updated about their children's time at the setting. Parents' comments are positive. They describe the childminder and her staff as patient and supportive. Parents appreciate the variety of enriching activities offered and the range of healthy meals and snacks, which encourage their children to try new foods.
- The childminder works well with her staff, engaging in regular discussions to reflect on practice and improve their knowledge and skills. She provides them with opportunities to continue with their professional development. The childminder and staff meet with other childminders and local authority advisors to expand their knowledge and stay updated on legislation.

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:

- enhance opportunities to help children learn how to regulate their feelings and emotions to further support their emotional development
- strengthen the organisation of daily routines and help all children stay engaged in meaningful play to fully support their learning and development.

Setting details

Unique reference number	EY288254
Local authority	Gloucestershire
Inspection number	10380684
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	0 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in the village of Dymock, between Newent and Ledbury, Gloucestershire. She cares for children from 7.30am to 6pm, from Monday to Thursday, all year round. The childminder holds a relevant qualification at level 3. She provides funded early education to children from the ages of nine months to four years. The childminder works with an assistant.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the 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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