

Childminder report

Inspection date:

23 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this welcoming and well-resourced setting. The childminder knows children exceptionally well and uses her knowledge to deliver a highly ambitious curriculum tailored to their individual needs. The childminder's skilful interactions and carefully planned environment help children to develop confidence, resilience and independence. The youngest children respond enthusiastically to challenge, exploring materials, making predictions and refining their thinking skills. For example, they discover that sticky resources attach better to the fridge than the wooden play kitchen. This hands-on learning encourages children to experiment and solve problems, building their critical thinking skills from an early age.

Children have full autonomy in their play and confidently join older peers in shared learning experiences. The childminder expertly supports mixed-age groups, fostering children's communication, cooperation and creativity. Children display deep engagement, strong recall and thoughtful reflection in their learning. For example, when creating dough models, they make meaningful links to a recent visit from a birds of prey specialist who brought owls to the setting. Children discuss and recreate features, such as their beaks and claws. These real-life experiences are embedded in children's learning to deepen their already excellent understanding. The childminder consistently promotes kindness and empathy through consistent daily routines. Children share resources with their peers, showing care and expressing gratitude. The rich, responsive curriculum ensures children achieve highly across all areas of learning and flourish as individuals. Children are exceptionally well prepared for their next stage in education.

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

- The childminder demonstrates outstanding leadership skills. She updates her excellent knowledge monthly through training and an early years leadership programme. The childminder leads termly team meetings with her co-childminders and staff and engages in professional discussions to reflect on practice, refine the curriculum and meet children's changing needs. This proactive approach leads to purposeful improvements that maximise children's learning opportunities and support them to make the best possible progress.
- The childminder monitors children's progress through ongoing assessments and detailed reviews three times a year. She shares clear, achievable next steps with parents and updates these regularly to reflect children's development. Parents' feedback is highly positive. They praise the childminder's commitment, professionalism and loving care. They describe the setting as a 'second family', emphasising the strong bonds children form with her and the team.
- The childminder uses positive language to promote children's exemplary behaviour. Children are aware of the positively worded house rules, which are

displayed on the wall. The childminder encourages children to make good choices for themselves, gently reminding them to use 'walking feet' indoors. This respectful, inclusive approach fosters a calm environment where children understand expectations and behave consistently well.

- The childminder places a strong focus on children's communication and language development. Children confidently express their thoughts, using rich and varied vocabulary. For example, they understand the meaning of the word 'nocturnal' and question why some owls are awake during the day. Children understand and explain complex ideas as they discuss the colours of owls' eyes and how this links to their hunting times.
- The childminder explores a chosen story multiple times daily over two weeks to support children to engage deeply and make meaningful connections. For example, children learn about growing peas and take some home to plant, involving parents in their child's learning. The youngest children eagerly explore books independently and handle them carefully. Through storytelling, rich discussions and themed activities, the childminder fosters a lifelong love of reading and lays a strong foundation for early literacy.
- Children develop a strong understanding of healthy eating and hygiene through practical experiences such as growing and tasting new foods. Mealtimes are calm and social, with children sitting together and feeding themselves, while younger children receive support from the childminder. The childminder fully promotes children's oral health through visits from dental professionals and planned tooth brushing activities.
- The childminder promotes an inclusive and respectful environment that celebrates children's identities, backgrounds and family structures. She uses diverse books, songs and resources that reflect multiple cultures, languages and family dynamics. During daily singing and dancing activities, children confidently join in with welcome phrases in various languages. Print in children's home languages further supports children's sense of belonging. This consistent celebration of difference creates a culture where all children feel valued and proud of who they are.
- The childminder builds strong partnerships with other early years settings and schools children attend to ensure consistency in care and learning. She regularly shares information and maintains proactive relationships with local schools. Collaborative activities such as forest school sessions, tree planting and communication with teachers support smooth transitions and coordinated learning. The childminder actively participates in a local childminder network, organising joint events, sharing best practice and staying up to date with legislation through peer visits and reflective discussions.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY289572
Local authority	Gloucestershire
Inspection number	10399566
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	31
Date of previous inspection	5 December 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Hardwicke area of Gloucester. She provides care for children between the hours of 7am and 6pm, Monday to Friday, with the exception of family holidays. The childminder works alongside two co-childminders and one assistant. She holds a relevant childcare qualification at level 3. The childminder receives funding for the provision of early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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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