

Childminder report

Inspection date: 11 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

The childminder gets to know children very well. Children build strong bonds with her. She is very kind and caring and attentively supports their care needs, making sure that they are comfortable, safe and happy in her home. Children show curiosity as they select toys and resources. The childminder picks up on what children are interested in and joins them in their play. She builds their confidence, encouraging them to have a go, and helps them share items and take turns. Children are fascinated to explore little cases and bags, excited to see what is inside. The childminder asks children questions to encourage children to practise their speech. She has begun to implement some useful arrangements for children who require extra help to develop their language. She uses picture prompts and signs to help their communication.

The childminder has clear plans for her curriculum. She thoughtfully sets out activities, making sure these are suitably focused on children's ages and stages of development. Children enjoy experimenting with play dough. Slightly older children persevere to use scissors to snip bits of the dough. They explore imaginatively, confidently selecting other utensils from the nearby play kitchen. They experiment with the patterns and marks they can make, pressing in different tools and their fingers. They usefully build their hand strength and coordination. Outside, young children excitedly pour water to make puddles. Children mix compost and water together, investigating the effects they can create. They confidently test out their ideas and show positive attitudes to developing their skills.

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

- The childminder links closely with parents and other professionals involved with children. She conscientiously outlines what children need to learn next and makes clear plans of how she will support them. She encourages parents to share what children are doing and achieving at home. She uses this information to feed into her future planning, providing a beneficially consistent learning environment for the children. Parents are very complimentary about the help, advice and useful tips that the childminder provides them with to help them support their children at home.
- The childminder provides children with a wealth of experiences in her garden to support many areas of learning. Children enjoy being outside. They build their physical strength, climbing confidently and developing their coordination very well on the equipment. The childminder teaches them about the world around them. Children plant seeds and carefully water them, starting to learn about life cycles. The childminder takes them to weekly forest school sessions and farm parks to inspire children's interest in nature further.
- The childminder provides healthy snacks and meals for children. She teaches

children good hygiene practices and builds their self-confidence, encouraging them to do some things themselves. Young children conscientiously pull up their sleeves and proudly wash their hands, and slightly older children do well to get their coats on themselves. However, the childminder is not always successful in building children's sense of responsibility and their independence skills as much as possible. Additionally, at times, she does not manage to maintain their attention with daily routines and help them follow boundaries consistently to develop their understanding, engagement and learning to higher levels.

- The childminder inspires a love of books in children. She sets books out so children can explore these independently. She takes time to read to the children. She links books skilfully to her activities; children are interested to listen to a story about how animal characters sow and grow seeds, linked to the activity they will be doing. The childminder also sets books out linked to their focus on spring, offering useful opportunities to reinforce these concepts further.
- The childminder has a great deal of experience. She appreciates the value of continuing to develop her knowledge and gain new ideas. She has memberships with professional associations and useful links with the local authority to undertake a wide range of training. She uses this new knowledge to review her provision and to introduce new activities and useful additional practice to support children's learning and progress.

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:

- support children's sense of responsibility, helping them follow routines and boundaries consistently, and developing their attention, engagement and independence to higher levels.

Setting details

Unique reference number	EY292333
Local authority	Gloucestershire
Inspection number	10380371
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	6 June 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Up Hatherley area of Cheltenham, Gloucestershire. She operates from 7.30am to 6pm, Monday to Thursday, all year round. The childminder holds an appropriate qualification at level 3. The childminder provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- The inspector reviewed relevant documentation, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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