

Childminder report

Inspection date: 12 June 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children arrive eager to begin their day at this warm, nurturing setting. The exemplary childminder provides a calm and welcoming environment where children feel safe and secure. They form exceptionally strong attachments to her and respond positively to her gentle, reassuring approach. For example, when children become upset during transitions, the childminder responds swiftly with cuddles, soothing words and familiar distractions. As a result, children are quickly comforted and resettled with ease.

Children benefit from the childminder's well-established partnerships with parents. She actively involves them in their child's learning journey. The childminder routinely gathers observations and developmental evidence, which she shares in meetings each term. During these discussions, she skilfully explains how children are progressing in relation to the early learning goals and agrees meaningful and ambitious next steps. Parents value her detailed communication and describe the childminder as knowledgeable, caring and deeply committed to their children's well-being. They consistently comment on how safe and supported their children feel in the setting.

The childminder has a clear and ambitious curriculum, tailored to meet the needs of every child. She knows precisely what she wants children to learn and how she will help them to achieve it. For example, to support children's upcoming transitions to school, she thoughtfully incorporates purposeful walks past local primary schools. She uses these opportunities to spark conversations about school routines, uniforms and the playground. This approach helps children to make sense of the changes ahead and promotes their emotional readiness for the next stage in their education.

Children thrive in this setting. They demonstrate high levels of well-being, engagement and progress, supported by the childminder's expert knowledge and consistently high-quality interactions.

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

- Children's communication and language skills are exceptionally well supported. The childminder carefully tailors her language to each child's stage of development, using Makaton signs and simple instructions to build understanding. For example, during a smoothie-making activity, she encourages children to count strawberries into a jug while reinforcing words with signs and praise. Older children engage in richer conversations, such as where milk comes from and why strawberry stalks are recycled, as the childminder introduces new vocabulary. These purposeful interactions help deepen children's understanding

and confidence in expressing themselves.

- The childminder promotes children's understanding of oral health exceptionally well through engaging, hands-on experiences. She gives each child a new toothbrush and toothpaste and clearly explains why brushing teeth is important. She asks purposeful questions, such as 'Who helps you check your teeth?' and 'How much toothpaste do we need?', before demonstrating different amounts and guiding children to identify the correct 'pea-sized' portion. She models toothbrushing using a set of teeth and supports children to practise alongside her. With older children, she uses sand timers to reinforce the recommended two-minute brushing time. Children beam with pride as they show her their clean teeth, demonstrating the impact of these well-embedded routines.
- The childminder promotes children's personal development exceptionally well by fostering independence and decision-making. She offers children meaningful opportunities to choose what they would like to play with, using a thoughtfully created photo album that shows all available resources. Children take their time to review the options, and the childminder supports them with clear, age-appropriate instructions. She intentionally limits the number of resources available at one time to maintain floor space and ensure safety. This approach enables children to make informed, confident choices in their play.
- The childminder actively promotes children's personal development with exceptional care and intention. During snack time, she engages children in meaningful discussions about the fruits on offer, encouraging them to make independent choices. She gives clear, age-appropriate guidance on how to safely use a knife to cut a banana, gently reinforcing safe habits. With a balance of support and challenge, she enables each child to grow in confidence and develop a strong sense of independence.
- The childminder meticulously evaluates her provision, continually refining her curriculum with a thoughtful approach to children's development and learning. She actively seeks further guidance to ensure comprehensive coverage and to inspire new ideas. Additionally, she works with other professionals to discuss children's progress and focus on her professional development, fostering a consistent and high-quality experience for all.

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	EY299842
Local authority	Gloucestershire
Inspection number	10398493
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	25 October 2019

Information about this early years setting

The childminder registered in 2005. She lives in the Linden area of Gloucester. She offers care from 7.30am to 6pm, from Monday to Friday, all year round. The childminder provides funded early education for children aged two, three and four years. The childminder holds a relevant childcare qualification at level 3 and works with a co-childminder. Overnight care can be made by prior arrangement.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development.
- The inspector observed the interactions between the childminder and the children.
- 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 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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