

# Childminder report

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Inspection date: 22 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a nurturing and supportive environment that promotes children's learning and development. She knows children and their families well and uses the information she gathers from parents to plan a range of inviting play activities that support children's good progress. The childminder's curriculum emphasises the importance of kindness, social skills and good manners. This helps to prepare children for future learning, such as the move to school. Children are developing good independence skills and take responsibility for small tasks throughout the day. For example, they help the childminder to clean the tables before sitting down for snack.

The childminder encourages children's critical thinking skills. Children demonstrate their understanding of colour mixing when they correctly identify the result of combining red and yellow paint. The childminder asks children questions that encourage them to think and respond. Children articulate their thoughts and engage in meaningful discussions. The childminder enriches children's learning by taking them on regular trips into the local community. They visit playgroups, where they meet with a wider group of children and adults to develop their confidence in social situations. Children enjoy bus trips with the childminder. They kindly greet members of the community and remember to thank the bus driver for a safe journey.

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

- The childminder provides children with a wide range of resources to promote their interests and enjoyment. Children make independent choices about their play and are generally focused and engaged. However, at times, they lose focus in their chosen play because some areas of the childminder's home are overloaded with resources. Additionally, the childminder does not always consider how she sets up the environment to fully support children's explorative and investigative skills, particularly for those who are less confident in leading their play.
- The childminder helps children to understand the importance of good hygiene practice. She reminds them to wash their hands regularly, such as before snack time and after playing outside. The childminder encourages children to 'butterfly' their fingers to ensure their hands are thoroughly clean. Although she provides healthy snacks, such as toast, fruit and milk, the childminder does not always fully support children to understand the benefits of eating healthy foods and how this helps them to grow.
- The childminder sets clear expectations for children to support their good behaviour, such as using good manners and taking turns. She reminds children to tidy away resources, explaining that they need to keep track of items because

they will want to use them later. The childminder encourages children to consider the feelings of living things, such as snails, as they watch them move around the garden.

- The childminder regularly reflects on her provision to find ways to enhance children's experiences. For instance, she has begun developing an additional playroom and plans to improve the outdoor area to support children's interest in outdoor learning. The childminder works with parents to gather additional resources to support children's interests and extend their learning.
- Partnerships with parents are strong. The childminder communicates with them daily at drop-off and pick-up times, sharing information about children's experiences and achievements. She informs parents about their children's next steps in learning and provides advice to support consistency in their learning and development, such as guidance on potty training at home.
- Parent feedback is very positive. They describe the childminder as supportive and attentive, and they appreciate her focus on children's individual needs. Parents note the secure relationships their children have with the childminder, stating that their children thrive in her care and make significant progress. Children call the childminder 'nanny', which shows the strong relationship they have built. Parents highlight that this affectionate name reflects the positive impact on their children's emotional well-being.
- The childminder accesses professional development courses to keep her knowledge and skills refreshed. She updates her safeguarding and paediatric first-aid training when required and occasionally attends online webinars. For example, she recently completed training to further support children's communication and language skills. This helps the experienced childminder to further develop her practice.

## 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 organisation of resources to support all children to lead their own play and learning and make the best possible progress
- further support children's understanding of the impact of healthy food and drink on their bodies to enhance their awareness of a healthy lifestyle.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY342971                                                                          |
| <b>Local authority</b>                             | Gloucestershire                                                                   |
| <b>Inspection number</b>                           | 10355363                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 27 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 2008 and lives in the Hesters Way area of Cheltenham. She operates between 6.30am and 6pm, Monday to Thursday, all year round, apart from family holidays. The childminder holds a NNEB qualification. She provides funded early education for children aged nine months to four years.

## Information about this inspection

**Inspector**  
Holly Smith

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 through written testimonials.
- 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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