

# Childminder report

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Inspection date:

26 September 2024

|                              |             |
|------------------------------|-------------|
| <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> |
|-------------------------|-------------|

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|----------------------|-------------|
| 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 works alongside her co-childminder. Together, they create a well-resourced, homely learning environment for the children in their care. The childminder builds positive relationships with children and their families. She uses the information gathered from parents about children's interests to plan a child-centred curriculum. Children develop the skills needed for future learning and the eventual move to school. They demonstrate strong independence skills. The childminder supports children to develop a 'can-do' attitude. For example, she encourages children to collect their wet weather suits and boots for outdoor play. She is patient and allows children the time they need to get themselves ready. The childminder gives children plenty of praise and encouragement for their efforts. This helps to promote their confidence and self-esteem.

Children behave well and show kindness and respect towards their peers. The childminder helps older children to develop a sense of responsibility. She encourages them to consider the needs of younger children. For example, she asks them to select some animals that babies might enjoy playing with. Children are eager to play and learn. They make independent choices about where and with what they would like to play. Children explore their ideas as they place balls at the top of a winding shoot, watching closely as they roll down. The childminder extends their mathematical understanding and problem-solving skills by prompting them to think about the size of the balls they are using. When balls get stuck, she asks guiding questions to help them realise that a smaller ball might work better.

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

- The childminder is a good role model and is proactive in supporting children's social skills. She encourages them to play in small groups and to take turns while placing shapes on a spinning toy. The childminder uses consistent interactions to help children understand whose turn it is. However, at times, children become impatient and upset while waiting for their turn. The childminder does not always act on these opportunities to help children to further develop the language of feelings and emotions to support children to communicate how they feel.
- The childminder understands the importance of sharing information with parents about children's learning and development. She displays posters in her home to inform parents about the risks associated with some popular resources that children may use at home, such as water beads. The childminder demonstrates a clear understanding of the risks associated with technology. She has a range of technological resources and closely monitors how these are used in the setting. However, the childminder does not yet provide children and parents with enough information of the risks when using digital technology to promote a fully

consistent approach to learning.

- The childminder promotes children's good health. She discusses the importance of good hygiene with them and supports children to adopt effective handwashing techniques. Children stand at the sink and follow the childminder's gentle instructions as they wash their hands. The childminder reminds them to 'starfish' their fingers and lather the soap all the way around to remove the dirt. She prompts them to check their hands are clean before drying them.
- Children demonstrate good literacy skills. The childminder provides them with a wide range of high-quality books, which they sometimes borrow to read at home. Children are familiar with a range of stories and have firm favourites. Children point to the pictures in books and tell the childminder what they can see. She supports their growing vocabulary as she introduces the names of unfamiliar animals, such as a kangaroos, in their conversations.
- The childminder is committed to her professional development and aims to continually improve her knowledge and skills. She is currently completing an online course to enhance her understanding of current early years practice to improve teaching across the seven areas of learning. The childminder shares her newly gained knowledge with her co-childminder so it can be consistently implemented in the setting.
- The childminder and her co-childminder are well-respected members of the local community. They have strong partnerships in place with other settings children attend and schools that children move on to. The childminder understands the importance of sharing information with other professionals to promote consistency in children's learning and development. For example, they recently worked together to support children with potty training. Early years settings state that children are independent and confident, which is testament to the childminder's experience.

## 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:**

- build on opportunities to support children's growing awareness of feelings and emotions to further promote their emotional literacy
- enhance information shared with children and parents about the risks of digital technology to promote a fully consistent approach to learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY356447                                                                          |
| <b>Local authority</b>                             | Gloucestershire                                                                   |
| <b>Inspection number</b>                           | 10363818                                                                          |
| <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> | 0 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 29                                                                                |
| <b>Date of previous inspection</b>                 | 10 January 2019                                                                   |

## Information about this early years setting

The childminder registered 2007. She lives in Tutshill, near Chepstow. The childminder works with a co-childminder. She offers care for children, all year round, between the hours of 7am and 6pm, each weekday, excluding bank holidays and family holidays. The childminder 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 that 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 early years curriculum.
- 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 provider 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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