

Childminder report

Inspection date: 16 July 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 provides a cosy 'home-from-home' environment. She greets children with smiles and kind words. Children confidently enter her home, demonstrating they feel safe and secure. The childminder offers babies lots of cuddles to help them settle well. Babies smile in delight and the warm bonds with the childminder are clear. The childminder is clear about her expectations in regard to acceptable behaviour. Children behave well.

Children show curiosity and that they are keen to learn. The childminder promotes this interest effectively overall. For example, she provides resources that children find appealing and which older children can use independently. For example, older children enjoy drawing and building with bricks. The childminder shows interest in what they do, and this effectively helps maintain their focus and concentration. The childminder is effective at supporting the language development of all children. She repeats back babble to babies, ensuring she is at their level and they can clearly see her mouth moving. Babies listen and babble back. They develop an early understanding of a 'conversation'. With older children she enters into discussions about what they are doing. The childminder makes considered decisions about the types of questions that will encourage children to share their ideas. For example, although she successfully uses open questions to promote conversations, she also uses closed questions to check understanding. Children develop well into confident communicators.

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

- The childminder teaches children to do things for themselves. Children have learned well to put on their own shoes. They become increasingly independent in managing their own personal care needs. The childminder ensures she is always nearby to help if needed, but resists doing things for children that she knows they are capable of doing on their own. Children are proud of what they can do.
- The childminder considers the different areas of learning when planning experiences and activities for children. However, she does not plan precisely what she wants children to learn, based on her assessments of their progress. This means that, although she grasps opportunities to extend children's knowledge and skills as they play, she is not able to focus her teaching precisely on what children most need to learn next, to fully support their learning.
- Children remember well what they have learned from the childminder. This shows the effectiveness of the childminder's teaching. For example, children explain about the books from which they can choose their favourite songs and show the basket of props they use when singing. They proudly sing the words and do the actions to well-known songs.

- Overall, children join in well with what is on offer. However, sometimes the childminder does not consider how to encourage younger children to join in with activities, to ensure she can give them the same levels of useful interactions as older children. When she does encourage them to join in they get a lot from playing and learning alongside slightly older children. For example, younger children watch older children explore water play and grow in confidence to have a go themselves.
- The childminder successfully helps children learn the skills and language they need to manage their emotions and play cooperatively. Children really enjoy playing turn taking games together, and the childminder demonstrates how to wait for turns and use polite language with each other. The childminder holds thoughtful conversations with children about what it really means to share, and the need to sometimes wait for a turn at something.
- The childminder meets babies care needs diligently and considerately. She recognises when babies need a nappy change or a bottle and uses these time to both ensure they are comfortable and to build relationships. There are lots of smiles and babble exchanged between the childminder and babies at these times. Babies, and other children, show good levels of well-being.
- Children learn to value themselves as members of their local community. The childminder makes good use of opportunities to involve children in local life. For example, children enter their artwork into local shows and help her organise a book lending scheme.
- The childminder is proactive in building partnerships with staff at other settings children also attend. She shares information about children's progress and interests. This helps give continuity to children's care and learning.

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:

- identify more precise learning intent for some aspects of the curriculum, and use to enhance teaching further
- consider more closely the needs of younger children when planning some activities, to better enable them to join in and learn well from them.

Setting details

Unique reference number	EY375666
Local authority	Gloucestershire
Inspection number	10398743
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 November 2019

Information about this early years setting

The childminder registered in 2008 and lives in Bledington, Oxfordshire. She operates 7.30am to 5.30pm, Monday to Thursday. The childminder offers funded early education for children aged nine months and above.

Information about this inspection

Inspector

Sarah Holley

Inspection activities

- The childminder spoke with the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents shared their views and the inspector took these into account.
- 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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