

Childminder report

Inspection date: 9 May 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 makes full use of planned activities and spontaneous opportunities to enrich children's learning of the natural world. Sensory rich experiences, such as combining sand and foam to create cement and investigating the wildlife in the garden, help children engage with their environment and expand their understanding of the world. The childminder uses her well-resourced garden to provide children with open-ended materials that encourage them to be creative and to use their imaginations. For example, children collect vegetables and pretend they are going to the shops; they put them in paper bags and use pens to write pretend lists before they go.

Children thrive in a nurturing environment and develop positive attitudes to learning. The childminder uses the information she gathers about children to design a sequenced curriculum specific to their interests, learning styles and stages of development. Children make good progress from the teaching and interactions they receive from the childminder and any assistants that may work with her. They build strong, trusting bonds with the adults who care for them and like to share their thoughts and successes with them. The childminder shows children how to be kind and respectful, and she encourages good behaviour. She often praises the children for trying hard and doing well, which helps them feel confident and happy.

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

- Children's physical well-being is promoted well. For example, older children move their bodies to action songs, and younger children roll balls back and forth. This supports children to develop their large muscles, spatial awareness and coordination. They learn about healthy lifestyles and enjoy healthy snacks and learn to recycle as part of their daily routine, such as checking lunch box packaging for recycling symbols and sorting items into the right bin.
- The curriculum emphasises developing children's communication and language skills. The childminder uses strategies with young children, such as blowing bubbles and using mirrors, to strengthen mouth muscles for speech. Older children speak confidently and make good progress. The childminder uses open-ended questions to encourage longer responses, models rich language and fosters a love for stories, rhymes and songs.
- Children show natural curiosity and confidently engage with the world around them. Young children explore technology by pressing buttons and listening to sounds. They use their imagination during role play and when building with construction toys. Older children develop important skills that prepare them for the next stage of learning, including the move on to school. However, on occasions, adults do not recognise when to intervene or step back, which can interrupt children's concentration and reduce opportunities for them to fully

immerse themselves in play and solve problems independently.

- The childminder promotes positive behaviour, and her expectations are very clear. She speaks gently with children and promotes the use of good manners. Children behave well and develop good friendships with each other. For example, older children help younger children onto swings and gently push them back and forth then help them off again when they want to stop.
- The childminder works as part of a highly motivated partnership team. She, and any assistants she may work with, regularly evaluate their service to ensure that it meets the needs of children and families. There is a clear and continuous drive for improvement, and the childminder remains committed to ongoing professional development.
- The childminder works in close partnership with parents and other professionals, such as speech and language therapists, to support children's development effectively. Additional funding is used to provide the targeted resources and experiences for children to thrive. The childminder builds an excellent working partnership with parents who highly recommend the childminder's provision.
- The childminder enriches children's learning by promoting cultural awareness through meaningful, hands-on experiences that connect them with their local community and the wider world. For example, children visit local restaurants, such as a French patisserie and a Greek eatery, and cook foods, such as pizza, pasta and bread. They explore different cultures and traditions in fun, meaningful ways that build social awareness and curiosity.
- The childminder actively promotes independence from an early age. With patience and support, she gives each child the time they need, ensuring that their care needs are met effectively. The childminder promotes hygiene practices, and children develop good self-help skills, for example, by turning taps on water carriers to their wash hands and using mirrors to check their faces are clean.

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 interactions with children to help recognise when to intervene and when to allow children more time to explore their ideas further and solve problems independently.

Setting details

Unique reference number	EY484043
Local authority	Gloucestershire
Inspection number	10392147
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 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	7 August 2019

Information about this early years setting

The childminder registered in 2014. She lives in the Elmbridge area of Gloucester. The childminder's core hours of work are Monday, Tuesday, Thursday and Friday, from 8am to 6pm, during term times. The childminder holds a childcare qualification at level 6. She usually works with an assistant. The childminder offers government funded places.

Information about this inspection

Inspector
Gwyneth Keen

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided inside and outside and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder of children at play in the garden and discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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