

Childminder report

Inspection date: 28 November 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish through the secure emotional attachments they have with the childminder and her staff. Children snuggle together by the wood burner and listen enthusiastically at story time. Staff use the story to help children learn how to express their feelings, particularly about leaving their parents in the morning. They guide them through mindfulness breathing to help them develop self-regulation skills. Staff revisit the story and prompt children to reflect on their own feelings at the start of the day. Children are articulate and share how they are feeling. For example, some children share that they are feeling happy, while others state they are feeling calm. These carefully planned learning opportunities help children recognise and share their emotions effectively in a comforting and reflective way.

The childminder expertly delivers a curriculum focused on outdoor exploration, seasonal change, creativity and discovery in her forest school setting. She has meticulously designed a structured curriculum that sequences the essential knowledge and skills that children need, providing them with an excellent foundation for future learning.

Children are highly motivated in their learning and demonstrate strong engagement and independent thinking skills. The childminder's exceptional questioning techniques support children's development effectively and encourage them to solve problems and develop their language. For example, children use sticks and crushed chalk to form letters and sound out words such as 'frozen'. They use their imaginations to make a 'mud burger' and a 'leaf pie'. The childminder skilfully extends this, prompting further exploration. When a child asks how to write 'food', the childminder explains how the sound 'oo' is spelt. The child correctly writes the word on the board. This highlights the impact of the exceptional support and guidance provided by the childminder to extend children's learning and increase their confidence and fluency in letters and sounds.

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

- The childminder engages children's curiosity by using sensory-rich language that connects them to their environment. She encourages children to meaningfully explore parts of the story in a tactile way and introduces repetitive phrases from stories they have recently read, such as 'gloopy oozy mud' and 'thick squelchy mud'. The childminder encourages children to experiment by adding water to create 'watery mud'. This fosters children's problem-solving skills and expands their vocabulary. Children link language to their observations and recognise that the watery consistency is easier to work with.
- Children develop exceptional physical skills. The childminder and staff teach them to manage risk in a safe environment and develop a rich understanding of

their capabilities. Children demonstrate their gross motor skills and physical coordination as they engage in tasks like carrying water uphill on uneven terrain. Children use crates, planks and tyres, and collaborate on large-scale projects such as building a boat and pretending they are sailing to Africa.

- Children develop a strong understanding of healthy lifestyles through the excellent guidance from the childminder and staff. Children wash their hands before meals, following a song that guides them to clean thoroughly, including between their fingers and on the backs of their hands. At mealtimes, they serve themselves warm porridge, fruit and raisins. They grow vegetables in the garden to eat and learn the importance of healthy eating and where food comes from.
- The childminder prioritises children's safety. Staff are deployed to ensure children's constant supervision throughout the forest school effectively. Children learn safety practices, such as the 'three points of contact' rule for climbing trees and how to assess branch stability. The childminder and staff teach children about road safety via discussions about their journey to the setting. For example, they engage in thoughtful discussions about road safety, icy roads, and the role of gritter lorries, connecting these observations to broader concepts of safety in different situations.
- The childminder ensures a strong partnership with parents, recognising its key role in supporting children's learning. Parents are encouraged to stay as long as they like during drop-offs. Every six weeks, parents meet with the childminder for a progress update, enjoying hot chocolate by the firepit before discussing their child's development individually. Parents' evenings focus on one-on-one discussions about children's learning and development.
- Staff set high expectations for children's behaviour, consistently reinforcing positive actions with meaningful acknowledgement. The childminder listens attentively, praises children's ideas and fosters a culture of mutual respect. Staff encourage teamwork and collaboration, helping children to value one another's contributions. As a result, children display excellent behaviour.
- Staff receive strong support for their professional development through regular supervision, mentoring and training. Staff praise the childminder's 'inspirational' leadership. The childminder provides weekly training sessions, using them as opportunities for team reflection and growth.
- The childminder actively promotes children's understanding of global diversity and fosters strong local community ties. She organises community-building activities that encourage family involvement, such as wreath-making workshops for parents, apple juicing weekends and the harvest festival. Children deepen their learning through real-world experiences. They link their curiosity about Africa to oceans, maps and distance.

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	2684013
Local authority	Gloucestershire
Inspection number	10363625
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	3 to 10
Total number of places	6
Number of children on roll	25
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Forest of Dean in Gloucestershire. She provides care for children from 8.30am to 4.30pm, Tuesday, Wednesday and Thursday, all year round. The childminder employs two assistants, who both hold qualified teachers status. The childminder holds a level 6 qualification. She offers government funded places.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided outdoors and assessed the impact that this has on the children's learning.
- The inspector and the childminder carried out a joint observation of a child-led activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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