



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	15/01/2026	Previous Inspection Date:	04/04/2025
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
	Good	Good	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	

What is it like to attend this Early Years Setting?

The childminders create a warm and welcoming atmosphere at this inclusive setting. Children of all ages freely explore the environment that has been well planned to support their freedom during play. Children quickly engage with a range of natural and open-ended resources, effectively supporting their natural curiosity to explore as they role play and share and take turns with their friends. Adults are routinely invited into their play as they make 'cups of tea' for their visitors. Children demonstrate that they feel safe and secure here.

Children behave well and know what is expected of them during their time spent learning through play. All staff support children to express themselves and explore their feelings and emotions in an age and stage appropriate way. Children are given the time to reflect, and self regulate as staff provide them with the tools and language to safely explore their growing autonomy.

Children make good progress in their learning and development. The childminders work well with their assistants to ensure that children's next steps in development are implemented consistently into their planning, sharing this information routinely so that all staff work collaboratively to support children's development.

What does the Early Years Setting do well, and what does it need to improve on?

The childminders plan and implement a child led curriculum that is centred on fostering children's independence in leading their own learning through play. For example, during garden play, children naturally engage in water play on a rainy day. Staff effectively support and extend children's knowledge and understand as they add more resources such as guttering and pipes. They explicitly teach mathematical concepts to the children as they learn how to connect different pipes and measure the volume of water in different vessels. Children are eager to join in with the activity that holds their attention for prolonged periods of time.

Children benefit from spending lots of time learning outside in the fresh air. For instance, since their last inspection the large designated outdoor space has been created specifically for the children who attend the setting. There are plans in place to further improve the space to provide an area to grow their own fruit and vegetables and provide some sensory play for children who may have special educational needs and or/disabilities. This would provide more learning opportunities for all children.

A daily routine is in place at this lively setting to support children's understanding of what is expected of them. Staff are consistent in the behaviour management strategies that are embedded. Nonetheless, there are occasions when routines take prolonged amounts of time and this impacts on children's behaviour/wellbeing, particularly for younger children/babies who wait for a long time to be dressed and ready to leave to setting to go down to the garden. The childminders need to reconsider some aspects of their routines to consider the younger members of their cohort who are not yet independent in their self care routine to reduce the time these children are not engaging in active learning.

Leadership and management is good at this setting. The childminders meet their statutory duties. Positive changes have been implemented since their last inspection. For example, there is a robust training plan in place for all staff who are undertaking further professional training. However, the childminders need to ensure that they complete their required training hours with SCA to continue to meet the requirements of their registration.

The lead childminder has implemented staff inset days each term to invest in her staffs training and wellbeing as they receive regular supervision sessions. The setting now uses an online application to enable them to share lots of information with parents in a timely and consistent manner. They have also implemented a keyperson approach, where all staff are now responsible for their children's learning and development.

Safeguarding

Safeguarding is effective.

All staff receive regular safeguarding training to ensure that they know what to do if they have a concern about an adult or child. They are able to discuss a wide range of safeguarding and child protection issues that may impact on children's wellbeing and welfare.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should/must:

- Reconsider some aspects of their routines to consider the younger members of their cohort who are not yet independent in their self-care routines.
- Ensure that they complete their required training hours with SCA to continue to meet the requirements of their registration.

Inspection Activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and secure.
- The childminder discussed how they organise their early years provision, including the aims and rationale for the curriculum.
- The inspector observed interactions between the childminder and the children.
- Children shared with the inspector what they enjoyed doing with the childminder.



Name of Childminder	India Farr
Registration Number	SCA170280
Type of Provision (CM at home/non-domestic premises)	Childminder Without Domestic Premises (CWDP)
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Gloucestershire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	04/04/2025
Number of children on roll	23

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