



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	15/1/2026	Previous Inspection Date:	NA
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The quality and standards of the Early Years provision:	This Inspection:	Previous Inspection	
Quality of Education	Good	N/A	
Behaviour and Attitudes	Good	N/A	
Personal Development	Good	N/A	
Leadership and Management	Good	N/A	

What is it like to attend this Early Years Setting?

The childminders create a harmonious atmosphere, that is calm and relaxed. They are gentle and patient in their approach to looking after children in their care. For instance, the childminders take time to explain to children what is happening next. When new people arrive at the setting, the childminders explain to children who the visitors are, and offer children comfort and reassurance when they become unsettled. This puts children at ease as they clearly demonstrate that they feel happy and safe in the childminders care, quickly reengaging in their play.

The childminders have high expectations for children's behaviour and conduct. They are both positive role models. For example, during mealtimes they role model good table manners and offer children gentle reminders what is expected of them whilst they are sat eating. Children respond well and eat sensibly together. They consistently use good manners as they say please and thank you, demonstrating a good understanding of the behaviour rules that are in place.

Children make continued progress from their starting points. For instance, the childminder consistently tracks children's learning and development from the moment they start with his. He shares this information with parents regularly and uses their feedback to further support children's learning within his setting. This ensures there is continuity in the care and education between the home and setting.

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

The newly registered childminder has a good understanding of all areas of the early years foundation stage and works in collaboration with the lead childminder to implement a sequenced curriculum that is built around children's current interests and next steps in

development. For example, children learn about woodland animals. They explore different textures as they create their own hedgehogs. Their knowledge and understanding is further embedded as they share the story 'that's not my hedgehog'. Children enjoy sharing familiar stories, and access books independently. The childminders have a good understanding of what children know and can already do and effectively support their growing knowledge further.

The childminders teaching is strong overall and children quickly become engaged in their learning. However, there are some occasions such as during free play when opportunities are missed to further support children's early communication skills. The childminder does not always engage in prolonged conversations or offer new words as they support children's play.

Children behave well at this setting; there is a respectful and positive culture that is reflected well in the close bonds that have been formed between them. For example, children readily invite the childminder into their play as they explore some animal puppets. Children are kind to each other as they share and take turns. The childminder offers praise and thanks the children for sharing and being kind friends. This has a positive impact on their personal, social and emotional development as they learn how to be good friends.

The childminder support children well to become increasingly independent in their self-care and daily routines. For instance, as part of their daily routine children find their own pegs for their belongings. Children are offered healthy choices at snack times, independently choosing what they would like to eat. They are also encouraged to wash their own hands and faces before and after mealtimes. The environment is well planned to enable children to freely access resources and make choices for themselves. This effectively supports their growing independence skills.

The childminder has developed strong partnership with parents. For instance, they receive daily updates about their child's day via an app as well as sharing termly reports about their overall development. The newly registered childminder has steadily increased their knowledge and understanding of this process and contributes positively to these. This ensures that parents have a good understanding of their child's development and can further support them at home. To improve this further, the childminders need to share children's next steps in development with parents consistently, ensuring that they are individual to the children.

The childminder understands the importance of working with other professionals within their local authority for safeguarding and child protection concerns. They have a clear understanding of who and when to make referrals to if they were ever concerned about any of their children or families. They know who to contact if they need to seek additional support for their vulnerable families. However, the childminder does not yet have a clear understanding of the referral pathways and support that is available for children who may have special educational needs and/or disabilities (SEND) to enable them to reduce barriers to their learning in a timely manner



Safeguarding
Safeguarding is effective. The childminder has a good working knowledge of the safeguarding and child protection procedures within their local authority. They understand their safeguarding role and responsibilities in keeping children safe from harm. The childminder knows what to do and who to contact if an allegation was made about an adult working with them. They can discuss a range of safeguarding concerns and know how these should be recorded. Accurate records are kept safely for all children. The premises is safe and secure.
What does the setting need to do to improve? To further improve the quality of the early years provision, the provider should/must: • Further increase opportunities to support children's early communication and language skills, especially during child led times of the routine. • Consistently share children's next steps in development with parents, ensuring that they are individual to the children. • Improve knowledge and understanding of send pathways to support future practice and remove barriers to learning for children with SEND. 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 spoke to parents before the inspection, capturing their views. • The inspector observed interactions between the childminder and the children.



Name of Childminder	Ervin Balog
Registration Number	SCA170440
Type of Provision (CM at home/non-domestic premises/CWDP)	CWDP
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Gloucestershire
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	N/A
Number of children on roll	13

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