

# Childminder report

---

Inspection date: 15 March 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The curriculum, environments, and a variety of visits in the community engage children well in their learning. Young children happily make choices about their play. They decide to draw with chubby felt tips and show good concentration. Children explain how to take the lids off and how to twist them to make them 'bigger'. They give meaning to some of their marks, such as a 'green tree'. Children name the colours they use accurately. They competently tidy away, returning the pens to the box after use. They persevere when it gets 'tricky' and have the confidence to ask for help from a watchful childminder.

Children have good opportunities to be physically active. The childminder helps children to be more independent for example, encouraging them to move their legs backwards and forwards on the swing to propel themselves unaided. Children build structures with the wooden blocks, demonstrating good hand and eye coordination as they precisely place the blocks on top of each other. Children explore imaginatively, developing stories as they play.

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

- The childminder uses her knowledge of children well to design a curriculum that meets their needs. For example, she knows children's interests in farm life and provides a broad range of resources and experiences for children to explore. She understands how children learn, what they can do and what they need to learn next. She adapts the curriculum well for the mixed age groups that attend, ensuring that she includes all children at their level of understanding.
- The childminder listens to children's ideas. For example, she provides children with support to build a trailer with plastic blocks for the toy tractor. Children comment that they also need a dog on the farm to round the animals up, making connections with their own experiences, and developing their imaginations well.
- Children love exploring the sand. They use a large spade to fill containers and transport to the dumper truck. The childminder interacts well, helping children understand mathematical language, such as 'full' and 'empty'. She helps children to think about how many more spadefuls they will need. Children follow instructions well for example, to pat the sand down.
- When questioning children, the childminder does not always give children time to respond to build their language skills further. She does not routinely extend children's thinking for example, why the large spade will not fit in the yoghurt pot or why the sand will not come out of the pot on its own.
- Children develop strong bonds with the childminder and enjoy her company. The childminder knows children well and recognises when they are tired or hungry so that she can meet their needs successfully.

- The childminder uses her risk assessments well to enable children to play in safe environments. She particularly considers children's safety when on outings. She ensures that children understand her expectations and always supervises them. When a young child climbs on a low table, the childminder promptly explains the dangers to help children's understanding.
- Children begin to develop independence in their self-care. For example, children know they need to wash their hands before they eat and learn to wipe their noses independently.
- There are good partnerships with parents. The childminder provides advice and guidance for example, on healthy eating and how to support speech development. Parents are well informed about their child's day and their learning. The childminder encourages parents to share children's learning at home and many contribute short videos. The childminder works closely with other professionals and early years settings to routinely share information to protect children and meet their individual needs.

## **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:**

- provide children with more time to respond to posed questions to develop their communication and language skills even further
- help children to extend their thinking and to give ideas of how to solve problems that arise.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 136142                                                                            |
| <b>Local authority</b>                             | South Gloucestershire                                                             |
| <b>Inspection number</b>                           | 10317430                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 30 May 2018                                                                       |

## Information about this early years setting

The childminder registered in 1981 and lives in Patchway, South Gloucestershire. She operates Monday to Friday, all year round. The childminder is in receipt of funding to provide free early education for children aged two, three and four years. The childminder holds a childcare qualification at level 3.

## Information about this inspection

**Inspector**  
Rachael Williams

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector read the testimonials provided by parents and considered their views.
- The inspector observed the childminder's interactions with children and spoke with children during the inspection.
- The inspector conducted professional discussions with the childminder, including discussing their knowledge of safeguarding procedures.
- A sample of documentation was discussed and observed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024