

Childminder report

Inspection date: 13 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

Children are happy and settled. They build lovely relationships with a caring childminder. The well-designed curriculum meets children's individual needs and learning styles, helping them to achieve. The childminder has carefully considered the learning environment, noting children's interests, to help children lead their learning. Children confidently make choices about their play and add resources to their imaginative play independently. Babies show curiosity as they explore their environment. The childminder's positive interactions help babies to see how things work, such as a toy camera.

Children love listening to stories and songs, which helps build their language acquisition. Young children participate well in chosen songs, such as 'Head, Shoulders, Knees and Toes', following the actions well. Babies listen attentively, swaying in time to the rhythm and gurgling happily.

Children behave well and understand expectations and boundaries. For example, they know to sit at the table for their lunch and that they must finish the food in their mouth before they go to play, politely asking if they can leave the table. Children listen carefully to instructions and know they need to play in the 'black bit' of the garden where there is shade. Children are quick to tell the childminder if babies move and are no longer in the shade.

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

- The curriculum is tailored to meet children's individual needs. The childminder carefully considers children's home experiences and how best to build on these, such as opportunities to use public transport on their regular visits in the community.
- Children engage in a broad range of experiences across all areas of learning. These help children to build the skills needed to move on to pre-school and/or school, such as independent dressing and toileting confidence. The curriculum helps children to gain emotional security and to gain confidence to have a go and to keep trying when things get difficult. However, the childminder does not always give children the time they need to respond to questions to further build their communication and language skills.
- The childminder provides a safe and secure environment for children to explore and keeps them safe on outings. She implements appropriate safety measures to keep children safe, for example using safety gates to prevent unsupervised access to the kitchen. The childminder implements effective policies and procedures, for example ensuring that children are collected by suitable and authorised adults. The childminder is vigilant, for example redirecting children away from a folding chair that may pose a risk. However, she does not always

explain the reason why so that children can begin to see potential dangers for themselves.

- Children enjoy nutritious snacks and meals and sit together companionably. They learn good practices to keep them healthy, such as wiping their hands before they eat and drinking plenty of water on a hot day. Children begin to gain good independence, for example feeding themselves. Children persevere and confidently ask for help when needed.
- The childminder meets children's care needs successfully. She is highly respectful, asking children before checking or changing their nappies. She coaxes children well to encourage them to have a go on the potty first, understanding the importance of supporting children to develop independence in using the toilet. Children are proud of their achievements and inform other adults present of these. The childminder consolidates the process well, sharing a 'potty' book with children. Children identify that 'mummies and daddies wear pants', which helps them to make connections.
- The childminder forms positive relationships with other early years settings that children attend and other professionals. She shares information regularly to enable consistency in children's care and development. The childminder builds strong partnerships with parents, gathering information from them and reviewing it regularly. Parents greatly value the 'nurturing environment', for both themselves and their children, and the guidance and support on offer when challenges arise.
- The childminder continuously reflects on her provision to improve children's experiences. For example, when children climb the stairs, she considers other activities that will help children practise this skill and gain more confidence, such as climbing the ladder to the slide at the park.

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:

- support children to understand practices that keep them safe so they can begin to identify potential dangers for themselves
- give children time to respond to questions to support their communication and language skills even further.

Setting details

Unique reference number	136260
Local authority	South Gloucestershire
Inspection number	10404391
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	0 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	19 February 2020

Information about this early years setting

The childminder registered in 1996. She lives in Yate, South Gloucestershire, working alongside a co-childminder. The childminder offers care from 7.30am to 6pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The childminder spoke to the inspector about her curriculum and how she helps children to achieve.
- The childminder spoke with the inspector about how she keeps children safe and healthy.
- The inspector considered the views of parents and spoke to the children during the inspection.
- The inspector observed the childminder's interactions with the children to support their learning and meet their care needs.
- The inspector observed and discussed required documentation.

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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