

Childminder report

Inspection date: 19 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children thrive and have fun in this childminder's welcoming and caring home. Young children demonstrate superb kindness and consideration for others as they readily share toys and resources as they play. Children take turns putting puzzle pieces into the tray puzzle. The childminder encourages them to find the different shapes or colours and offers suggestions about turning pieces round to fit them into the correct space. Children use their imagination well. For example, as they play with the figures in the doll's house, children press the buttons on a sound bar which rings like a doorbell. Children comment that someone wants to come in.

Children make good progress in their learning and listen well to stories read by the childminder. Younger children point to pictures in the book, saying sounds for animals they recognise. Toddlers repeat words and phrases, increasing their vocabulary and trying new words.

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

- Children engage superbly with the toys as they play. For example, children carefully select which doll will go on the swing and which will go down the slide on the playset they are exploring. Other children listen well to the childminder as she asks them to find different-coloured cars as they send them down the ramp of the play garage.
- The childminder models language and play well to encourage children to think and express their ideas. For instance, as children play with the doll's house and figures, she asks, 'I wonder if you can put the dolls inside the house?' or pretends to make a doll knock on the door to come in. The children respond enthusiastically, moving the figures about the set and making them 'talk' with the childminder, copying words and phrases.
- The childminder knows the children and monitors their progress well. She has made changes to the ways she organises the toys for the children to make sure they can access them and choose what they want to play with. However, she sometimes plans activities for children rather than letting them adapt the play for themselves. For instance, she perseveres with encouraging children to look at the books she has set out to try to extend their language and communication. However, the children are not interested and want to play with other toys.
- Children demonstrate an excellent understanding of the 'rules' for playing cooperatively and respecting the environment. They know to put away one set of toys before getting another set out. Children readily help to put figures back into the play sets or the blocks into the box. The childminder rewards them with consistent praise, telling them what they have done well so they know to repeat this in the future. She models good manners, such as saying 'please' and 'thank you', or reminding children to ask to get down from the table. Children know

what is expected of them and are extremely considerate of others.

- The childminder keeps her essential training such as first aid and child protection up to date. However, she recognises that she does not make the most of opportunities to enhance her knowledge and skills about teaching and planning the curriculum for children to help them make even better progress.
- The childminder has good relationships with parents, children and their wider family. She helps children and parents as they experience changes at home and with her. For example, she makes sure children learn about each other and what is important to them, such as celebrating different festivals or birthdays. She takes children to the library to listen to stories, to the park to use the swings and slides to develop physical skills, and the nearby woodland to see how things change with the seasons. Children go to local groups to mix with other children. They develop confidence managing things for themselves, such as putting on coats or using spoons and forks to eat, helping them get ready for moving on in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures. She knows the possible signs and symptoms that may indicate that there are concerns about the welfare of a child. She knows how to record and report any concerns. The childminder makes sure she completes risk assessments for the environment and activities, to keep children safe.

What does the setting need to do to improve?

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

- make better use of opportunities for continuing professional development to keep skills and knowledge up to date
- use knowledge of children's achievements better to plan activities effectively for what they need to learn next.

Setting details

Unique reference number	136260
Local authority	South Gloucestershire
Inspection number	10071942
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	31 July 2015

Information about this early years setting

The childminder registered in 1996. She lives in Yate, near Bristol. The childminder offers care from 7am to 6pm Monday to Friday all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- The inspector carried out a learning walk with the childminder to find out how she organises her provision and plans the curriculum for children.
- The inspector took account of written feedback left by parents and the childminder's evaluation of her own practice.
- Discussions took place between the childminder and the inspector, at appropriate times during the inspection.
- Observations were made of the quality of teaching and learning.
- The inspector checked safeguarding information and sampled documentation, including the childminder's professional development.

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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