

Childminder report

Inspection date: 14 March 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

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 are happy and content at the childminder's home. The childminder builds positive relationships with them, which benefits the children. She takes the time to get to know each child individually. This helps the children to feel confident and comfortable in her care. She regularly praises and encourages the children. This boosts their self-confidence and strengthens their emotional well-being.

The childminder regularly observes children and discusses their progress with parents to decide what each child needs to learn next. She has established a secure curriculum for children. This has a focus on communication and language, their physical development and their emotional growth. She prepares the children well for the next stage in their learning by ensuring that they have essential skills, such as confidence and a 'can-do' attitude toward new experiences.

Children relish the time they spend outdoors. They find their own coats and boots and put them on before going into the garden. They immediately revisit their previous learning, as the chalk road they drew yesterday is still there. They giggle as they follow the twisting, winding path they made, changing speed and direction as they follow the lines. They eagerly call to the childminder to join in. When she begins, the children explain that she is not starting at the beginning. They tell her to start at the arrow and follow the road, warning her to 'watch out for that giant monster over there'. The children interact confidently, develop their imaginative play and demonstrate strong physical skills.

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

- Children are confident communicators. Children make good progress in their language development, including children who are bilingual or who speak English as additional language. The childminder builds on children's vocabulary by giving them choices and comments on activities to highlight specific vocabulary to support their understanding. However, on occasions, the childminder asks too many questions during her interactions. This means that children do not always have the time to think of a response or develop longer phrases in their language.
- The childminder networks with other local childminders to share ideas and good practice and to support each other's well-being. She says that this has renewed her passion for her role and encouraged her to build on her skills and knowledge. For example, she completes regular training and conducts online research and shares it with the group.
- Children walk to local parks, visit local toddler groups and venture further afield to visit places of interest. For example, they visited an aerospace museum to see a specific aeroplane. This provides children with opportunities to meet other

children and people, socialise with others and build their confidence in larger-group sessions. Children celebrate special days that are relevant to their culture, such as Paczki, which is Polish doughnut day. As a result, children are gaining a good understanding of what makes them unique.

- The childminder has established good working relationships with parents. She ensures that she gathers useful information from parents before children start attending, and visits the children and families in their home. This helps her to understand children's family lives, interests and experiences, and supports them in settling quickly. Parents are highly complimentary about the care and education that children receive.
- The childminder prepares children well for their transition to school. She has identified that children need to develop good independence, listening skills, the ability to ask for help and a positive attitude toward learning. She supports older children to identify the letters and sounds in words and in their name. However, she does not always model the correct pronunciation of letter sounds to support children's knowledge of sounds to enhance their early reading and writing skills.
- The childminder promotes children's good manners and their understanding of appropriate behaviour well. For example, she reminds children to 'have kind hands and listening ears'. She builds children's resilience and willingness to persist during activities. This gives children a positive experience and encourages them to keep trying when things are difficult.
- The childminder supports children in learning about health and hygiene. They understand the need to wash their hands before preparing or eating snack. The childminder encourages children to prepare snack for themselves to develop their self-help and physical skills. For example, children peel and chop bananas. The childminder and children talk about different foods that are healthy.

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 recall information and answer questions before asking further questions, to continue to develop children's communication skills
- develop the teaching of letters and sounds to ensure that children hear and learn the correct pronunciation to enhance their early reading and writing skills.

Setting details

Unique reference number	136272
Local authority	South Gloucestershire
Inspection number	10389925
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	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	15 August 2019

Information about this early years setting

The childminder registered in 1996. She lives in the Stoke Gifford area of Bristol. The childminder works all year round, Monday to Friday from 7.30am to 6pm. Her husband works as her assistant when needed. The childminder offers government funded places.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided in the home and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation of children engaged in play and discussed how the curriculum had been implemented and the impact that this was having on children's learning.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025