

# Childminder report

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Inspection date:

7 February 2020

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### The provision is outstanding

The childminder is extremely professional and passionate about her work. Children are very happy and feel secure in her care. She is very kind and attentive to children. The childminder has a wealth of experience and an in-depth understanding of how young children learn through play. Children become absorbed and show extremely positive attitudes towards learning. They explore ice blocks and excitedly use tools to free toy Arctic animals inside them, which develops their muscle strength very effectively. Children's exploration flows almost seamlessly from one activity to another through the responsive and quick adaptations by the childminder. She demonstrates how to use an electronic tablet as a source of information, so children can find out more about Arctic animals. Children are inspired to make marks and draw, representing the photographs of the animals they find online. Their dexterity and early writing skills, as well as their understanding of the world, develop excellently.

The childminder works tirelessly to help children understand expectations, learn to manage their emotions and interact with others. This approach includes children who require particularly perceptive intervention and additional support. The childminder is exceptionally patient and respectful, and develops children's understanding and self-awareness effectively. Children use interesting props imaginatively to set up an ice-cream parlour. They learn to cooperate and play together, discuss flavours, prices and use good manners. Children develop excellent skills that prepare them exceptionally well when they move on to pre-school or school.

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

- The childminder demonstrates an uncompromising drive to ensure she provides the very best for children. Her systems for self-evaluation are extremely reflective. She is constantly reviewing all areas of practice to identify areas for improvement. She thoughtfully selects relevant aspects that she learns from training, to enhance her practice even further. For example, she has introduced further assessment systems to target children's communication development more thoroughly.
- The childminder strongly supports partnership working. She involves parents at all levels. She uses a wealth of ways to liaise very regularly with them regarding all aspects of children's care and learning, and closely includes them in the assessment process. She also values their views on her provision to help her to outline areas for further improvement. The childminder promptly links and shares information with other provisions that children attend, to help provide a highly consistent approach to the support children receive.
- The childminder diligently and meticulously outlines any gaps in children's

development. She plans targeted, highly stimulating activities and experiences that very skilfully link to children's identified needs and current interests. She inspires their curiosity and motivates them to learn. All children make substantial and sustained progress consistently across all areas of learning. Those who are relatively new to the childminder's provision have made rapid progress and any gaps in their development are closing very quickly. Children who have been with her for longer are clearly working above expected levels for their age.

- The childminder is highly skilled in communicating with children. She models language in a manner that quickly broadens children's vocabulary. She rephrases words and offers lots of encouragement and praise to help children master sounds and phrases that they are struggling with. As a result, children acquire new language and the confidence to use this in their play with others, which develops their social skills very effectively.
- Children are polite and very respectful. The childminder fosters their personal development superbly. She works tirelessly to develop their independence and self-care skills, patiently taking time to involve them in the routines of the day and extend their learning as much as possible. Children carefully cut up their fruit at snack time, proudly set the table for lunch and persevere to get their shoes and coats on to go outside.
- The childminder uses the local area extensively to broaden the range of learning experiences offered to children. For example, they visit play-based activity groups to meet with other children of their own age. The childminder also takes them to dance and gymnastics sessions to stimulate and inspire them, and extend their physical skills very effectively. She meets regularly with other childminders to provide interesting activities for the children, such as weekly visits to the local care home where the children join residents for singing, colouring and games. This helps children be closely involved in their wider community and develop a very beneficial respect and understanding of others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding of how to recognise and refer any concerns about children's welfare. Her excellent organisation and thorough assessment of risks ensures that children's safety is promoted at all times. She carefully follows health guidance and ensures she shares this with parents to safeguard children's good health. Her skilful and patient support, timely reminders and clear explanations develop children's sense of responsibility very effectively and help them to learn safe and healthy practices. Children diligently discuss the importance of wearing goggles as they use tools to break up ice. They independently get a tissue to wipe their nose and conscientiously follow the childminder's thoughtfully placed signs, placing their tissue in the bin and then cleaning their hands afterwards.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 136276                                                                            |
| <b>Local authority</b>             | South Gloucestershire                                                             |
| <b>Inspection number</b>           | 10125434                                                                          |
| <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</b>       | 1 to 9                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Date of previous inspection</b> | 2 October 2015                                                                    |

## Information about this early years setting

The childminder registered in 1996 and lives in Yate, near Bristol. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rachel Howell

### Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account the views of parents spoken to on the day and their written views by reading their comments in questionnaires and letters.
- The inspector looked at a sample of the childminder's documentation, including evidence of her suitability and training, and her procedures for safeguarding the children.

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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