

Childminder report

Inspection date: 13 December 2022

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 very secure and happy as they arrive. They cuddle into the childminder when they need comfort, and they enjoy looking at books with her. Children behave well and are polite and respectful. They follow the routine well. The childminder is consistent and clear about her expectations. For example, children enjoy sorting toys back into their boxes at the end of play. They sit calmly on the mat and have a healthy snack together. Children care for each other and show concern when someone gets upset.

Children make good progress. The childminder helps them to build on their skills and what they already know. For example, children are learning to be independent with self-care skills, such as getting ready to go outside. The childminder encourages them to put their own coats on and helps them to close their zips independently. She helps them to be social and to be confident communicators. The children attend a childminder's group with the childminder. This helps them develop their social skills. They learn to share activities, such as crafts, and take turns on ride-along toys. The childminder uses lots of praise with the children. This encourages the children to have a go at practising new skills. For example, children try to connect construction pieces together.

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

- The childminder supports children's physical development very effectively. Babies have lots of opportunities to pull themselves up. They easily cruise about on furniture. Older children develop their fine motor skills. They poke and prod play dough and practise holding mark-making tools as they make marks.
- Children develop good language skills through stories and rhymes. They enjoy joining in with familiar rhymes, such as 'One Potato, Two Potatoes'. Children copy actions when they learn new Christmas rhymes. The childminder models language well. She narrates children's play and repeats words back to them. Sometimes, she misses opportunities to support children with their language development. This happens when she is distracted with other things. For example, children point to a toy and try to say the word. They repeat this several times while looking at the childminder. She does not notice. The children become distracted by other things and do not learn the new words.
- Children develop a good understanding of healthy lifestyles. The childminder provides home-cooked nutritious meals. She talks to the children about the importance of eating fruit and vegetables. The childminder takes the children out to local parks every day. This ensures they have lots of fresh air and exercise. They develop healthy routines, such as washing their hands after being outside.
- Children develop a good understanding of the world around them. The

childminder has pets that the children help to care for. The children love stroking and observing the tortoise and dogs. They learn to be gentle and kind. The childminder helps children to learn about different cultures and people. Children explore different festivals. They take part in craft activities to celebrate the different festivals. They share stories of other cultures in the group sessions and in the childminder's home.

- The childminder has developed strong partnerships with parents. She works closely with them to develop strategies for weaning and toilet training. Parents relish the communication they receive about their children's day. The childminder shares photos of their children taking part in different activities. She describes how these activities support their children's learning and development.
- The childminder has developed strong partnerships with other professionals. These support her practice and outcomes for children. However, her understanding of children's development in the specific areas of learning is not as clear as it could be. For example, the childminder counts with the children. However, she does not help them to recognise the symbols relating to the numbers. This means children do not have the opportunity to learn about numbers and quantity as effectively as they could.
- The childminder ensures transitions for children into school are effective. She liaises with children's teachers to share their next steps and achievements. She invites teachers into the setting to meet the children. This helps the children feel secure in their new classroom as they are familiar with the teacher.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure her safeguarding knowledge is current. She understands her duty to safeguard children confidently. The childminder knows how to identify potential signs of harm. She knows who to refer concerns to and how to help protect children if she does identify concerns, including if any allegations are made against her. The childminder carries out regular risk assessments. These ensure the environments children access are safe and free from hazards. The childminders that meet each morning create a written risk assessment. This helps the childminder to ensure the safety of all the children.

What does the setting need to do to improve?

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

- support younger children consistently with their language development by modelling language
- enhance the existing assessment of children to identify their next steps more effectively in the specific areas of learning, with a particular focus on mathematics.

Setting details

Unique reference number	136326
Local authority	South Gloucestershire
Inspection number	10234183
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 February 2017

Information about this early years setting

The childminder registered in 1999 and lives in Staple Hill, Bristol. She provides care on Mondays, Tuesdays and Wednesdays, from 8am to 5pm, all year round. The childminder receives government early years funding for two-, three-, and four-year-old children. She holds a relevant qualification in childcare at level 3.

Information about this inspection

Inspector

Sian Bath

Inspection activities

- This was the first routine inspection the childminder 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.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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