

Childminder report

Inspection date: 14 November 2024

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 in this setting. They demonstrate close bonds and attachments with the childminder and go to her for a cuddle. The childminder reacts positively with open arms. Children are kind and respectful to other children and remember to use good manners. The childminder speaks calmly to all children, who in turn listen and respond to instructions carefully.

Children show curiosity and enjoy exploring play dough. They enjoy discovering different ways of manipulating the play dough. This helps them to develop their fine motor skills and prepare them for later writing. Children share the tools and learn to take turns. The childminder enhances children's language skills during this activity as she introduces new words, such as 'squishy', 'squeeze' and 'stretchy'.

Children are supported by the childminder to develop their independence skills well. For example, during snack time, children peel their own fruit and use safety knives to safely prepare their own snack. Children are praised for this and respond positively.

The childminder takes the children out within the local community, including to childminder groups and local attractions. This helps children to interact and socialise with adults and children who are less well-known to them.

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

- The childminder has excellent relationships with parents. Parents are pleased with the safe and secure environment that the childminder provides. The childminder uses various methods to share information with them about their children's time at the setting. The childminder speaks with parents during drop-off and collection times, sends digital messages and adds information to a communication book. This helps parents to continue children's learning at home. Parents are very pleased with the care and education that their children receive. They comment on the caring environment and the home-from-home feeling. The childminder works in partnership with other settings the children attend to provide information about them, ensuring continuity of care.
- The childminder implements an effective curriculum to support children's communication and language skills. Children learn new words, such as 'awoke' and 'oystercatcher'. Babies receive support to repeat words and sounds. The childminder narrates as children play, modelling language with a warm and engaging voice. This supports children to use a wide range of language and extends their understanding.
- The childminder has a good understanding of children's development. She observes and assesses children and gathers information from parents. She then

uses this knowledge to create a well-balanced curriculum that supports children's progress. Children are introduced to new experiences, such as trying new foods.

- Children benefit from meaningful activities. For example, they enjoy using a scale and weighing different objects. They ask interesting questions and are curious. However, at times, the childminder does not always adapt her teaching to support older children's learning. For instance, older children ask 'what happens if both sides are the same?' The childminder does not answer their query, meaning they do not learn new language or learn about using weight to compare quantities. Children quickly lose interest.
- All children behave well. They talk to each other about using 'kind hands' and support each other to make good behaviour choices. Children learn to take turns and speak to each other with kindness. The childminder encourages children to play together. She teaches older children to be kind to the younger ones, which they follow. This helps children to develop strong friendships, enhancing their social skills.
- The childminder is committed to providing high-quality, attentive care to all children. She describes how fulfilling she finds the role as children make progress and build relationships with both her and each other. She seeks out training to keep her knowledge and skills up to date. For example, she has recently attended training to further support children's communication and language skills. She also meets with other childminders to provide opportunities for children to develop their social skills in preparation for school.

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 additional challenge for the older and most-able children, so that they remain curious and engage more deeply in their learning.

Setting details

Unique reference number	136457
Local authority	South Gloucestershire
Inspection number	10367335
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	5 February 2019

Information about this early years setting

The childminder registered in 1997 and lives in Little Stoke, Bristol. She offers her service on Monday to Thursday from 7.30am to 5pm. The childminder has a relevant qualification.

Information about this inspection

Inspector

Rosie Pool

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 inspector observed the interactions between the childminder and the children.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views of the setting with the inspector.

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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