

Childminder report

Inspection date: 30 April 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 extremely happy in the childminder's care. On arrival, they excitedly enter her welcoming house, eager to start playing with their friends. The environment is inviting, and children quickly become engaged in play. The childminder is clear about what she wants children to learn and why. She knows the children very well. She follows their interest to plan activities that support and extend their learning. For example, she knows children's interests are around sounds and making noise, so uses these to support the development of their listening skills. Together, they make simple rhythms with shakers and play guess the animal sounds. Children are making good progress and meeting their developmental goals.

The childminder is a good role model. She is very calm and relaxed in her approach, and speaks to the children in a gentle way. Children follow her lead, relaxed in their play and friendly with each other. They behave well. For example, children notice when someone drops a special toy, and pick it up and hand it back to the owner. The childminder praises the children for their kindness, who beam with pride. If children do need support with their behaviour, they get it in a very gentle, peaceful way, and respond well to the childminder's input.

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

- Children who prefer to learn outside are well supported as the childminder takes them to local parks, farms and playgroups daily, exploring their local area. They have many opportunities to develop their physical skills as they walk, run, and climb on the different play equipment. They discuss how their legs are getting stronger as they walk up hills, with even the youngest children enjoying the challenge.
- The childminder reflects on her setting, ensuring it meets the needs of the current children in her care. She completes professional development training, and attends playgroups where she discusses ideas and latest practices with other childminders, to help her keep up to date with current early years practice.
- Parents love the care and attention the childminder gives their children. They love that she is flexible to the needs of their family, and she knows their children so well. They know what their children are doing as the childminder shares what has been happening during the day, and how they can extend their children's learning at home.
- The childminder uses routine times to help children learn simple mathematics. For example, at snack time she cuts up the grapes and counts with the children as she puts the pieces on their plate. She uses mathematical language at tidy up time as she asks young children for 'one more' of the cards, for example.
- Very young children, nervous of the sound of power tools in a neighbouring

house, go to the childminder for reassuring cuddles. The childminder turns the noise into a game, as they make different sounds with their mouths such as 'zoom zoom noises together, then sing songs, supporting their language development. Children soon forget their fears and happily join in with singing.

- Occasionally, the childminder misses opportunities to extend children's learning further. For example, when children tip out matching games, the childminder helps them tidy it away, without seeing if they want to play. At snack time, she cuts fruit in front of the children, with little discussion of what the fruit is.
- During the inspection, a breach of requirements was identified. The childminder had not notified Ofsted of a new household member. However, this does not have an impact on minded children as the household member is never left unsupervised around the children and suitability checks have been started for this person.
- The childminder has lovely relationships with the children and knows their learning needs well. She encourages those more reluctant to speak to join in with much-loved songs and rhymes. She pauses, allowing children time to join in with a favourite word or action. The childminder knows who to contact should children need extra support with their learning.
- Children are learning to be independent. Right from a young age, they feed themselves, look for their own shoes and get support to put on their coats. They receive praise for their efforts and smile, supporting them to build up high self-esteem.

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 more challenge for children to extend their learning further.

Setting details

Unique reference number	150681
Local authority	Bristol City of
Inspection number	10335094
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2001. She lives in the Windmill Hill area of Bristol. The childminder holds a relevant early years qualification at level 2. She is open all year round on Monday to Wednesday from 8am to 5.30pm.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the provider 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.
- Children communicated with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- 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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