

Childminder report

Inspection date: 30 September 2021

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 have very close and trusting bonds with the childminder, who has a caring and friendly manner. She closely observes children and picks up on any changes in their behaviour, such as if they feel unsure when there are visitors to her home. Children listen respectfully to the childminder and behave well. They grow in confidence through the childminder's reassurance and praise.

The childminder motivates children effectively. She gets down to their level and plays and explores alongside them, which encourages their curiosity and builds their confidence. Young children eagerly experiment during a painting activity. The childminder discusses colours with them and role models techniques. Children experiment and follow their ideas. They concentrate well on things that interest them. They develop their hand-to-eye coordination effectively.

The childminder has provided thoughtful support to children and their families throughout the COVID-19 (coronavirus) pandemic. She kept in touch with them during the first national lockdown, including those who were new to her provision. She organised video calls with them to maintain their good relationships. The childminder has carefully planned the trips she undertakes with children since starting back. They visit outdoor venues to minimise the risk of infection. The childminder sometimes attends with another childminder, to give children the opportunity to meet with children of a similar age. This helps to develop their social skills and confidence in new situations.

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

- The childminder uses her observations of children as they play to monitor their progress and outline any gaps in their development effectively. Children make good progress from their starting points and learn useful skills to prepare them for the next stage in their learning. This includes children who speak more than one language.
- The childminder plans stimulating activities which are closely linked to children's interests and next steps in learning. However, she has not thoroughly considered the set-up of the main play area in her lounge, to ensure that she is able to inspire children's exploration and engagement throughout the day. At times, children look around for things to interest them and rely on the childminder to offer them ideas or provide them with other activities.
- Young children's communication is developing well. They listen and show their understanding as they follow the childminder's instructions. The childminder is chatty, and lovely conversations develop between her and the children. The childminder listens to children and gives them time to think and respond. Children's confidence grows and they eagerly try out and copy new words they

hear.

- Children readily take on challenges, and the childminder encourages them to work out and solve problems for themselves. Children develop their sense of responsibility well. They help the childminder to peel and cut fruit at snack time. They also help to clean up after the painting activity and love using the hose to wash out the large tray. However, sometimes, the childminder does things for the children instead of encouraging them to do things themselves, such as dressing them or putting their shoes on for them.
- The childminder develops a regular two-way flow of information with parents. They work together to provide a beneficial collaborative approach to the support children receive. The childminder ensures that parents are well informed, including those who do not drop off or collect their children regularly. Parents comment that they love the updates they receive throughout the day and that the childminder takes care to ensure that children have the same routine as at home.
- The childminder promotes children's healthy lifestyles well. She takes children on trips in the local community, such as to local parks to offer challenge on the varied equipment. Children enjoy home-cooked food and fresh fruit for snack. The childminder is attentive to children's care needs and offers lots of encouragement and praise to children as they start to use the potty.
- The childminder links with other childminders to share good practice and gain new ideas to help develop her provision. She uses her membership of childminding associations to undertake a range of training. She focuses on the changing needs of the children in her care, for example to help her to support children who speak more than one language.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with the local safeguarding partnership procedures. She has a secure understanding of child protection issues and a thorough awareness of how to report concerns to protect children's welfare. She keeps her knowledge current through online updates and training. The childminder ensures that her provision is safe and secure, and she closely supervises children. She undertakes regular checks of all areas and uses equipment such as safety gates to restrict young children's access to areas of higher risk.

What does the setting need to do to improve?

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

- review the planned set-up of the environment to inspire children's exploration and engagement throughout the day and develop their skills further
- make the most of opportunities to support children to do things for themselves

and extend their confidence and self-help skills even further.

Setting details

Unique reference number	150703
Local authority	Bristol City of
Inspection number	10061818
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	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	25 February 2016

Information about this early years setting

The childminder registered in 2001 and lives in Highridge, Bristol. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- 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 of parents' written views by reading their comments in questionnaires and emails.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications, and the childminder discussed 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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