

Childminder report

Inspection date: 18 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel safe and happy in the care of the kind and nurturing childminder. They show high levels of emotional well-being when they separate from their parents. The childminder has developed warm and supportive relationships with the children. She spends time playing alongside them and delights in their company. The childminder offers the children lots of encouragement and praise. The childminder shows a genuine interest in conversations when she chats to the children. She makes sure that there is enough time given for all children to respond to her questions and requests. Children show positive attitudes to their learning. They show high levels of focus and attention as they take part in activities. For example, the younger children show determination when they post objects through small holes in a utensil holder. This helps them to develop their pincer grip and hand-to-eye coordination from a young age.

Children develop a good awareness of healthy lifestyles. They confidently explore the well-designed garden. The childminder develops children's interest in growing vegetables for their meals. They know that these need sunlight and water and they must wait patiently for them to grow. Older children proudly share what they have grown or found in the garden, such as 'shiny red conkers'. They take the beans that they have grown and show younger children the changes of colour as they open them. Children learn to take risks and build on their core strength as they pull themselves up on equipment. Early walkers use their arms to balance as they walk up and down the slopes. As a result, children confidently get involved in a range of experiences offered to them.

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

- The childminder is very devoted and passionate about the care she provides. She is highly reflective and strives to develop her own knowledge and practice. The childminder speaks enthusiastically about new training and her plans for professional development. She has recently completed training on special educational needs and/or disabilities. The childminder speaks excitedly about a recent activity where flower prints were hammered onto fabric and how it has inspired her to upskill her knowledge on woodwork so that she can continue to provide new learning.
- The childminder has high expectations for all children. She implements a curriculum that builds on what the children already know and can do. This ensures that children make good progress in their learning and development. The childminder uses information from parents to create an environment that supports children's learning. Further information-sharing with other settings children attend is not yet fully established. However, the childminder does not work as closely as she could with other settings that children attend, to

strengthen continuity for children's learning and development.

- Partnerships with parents are very effective. They speak warmly about the childminder. Parents feel that their children are safe and secure in the childminder's care. They say that she pays attention to details about children's interests and plans an enjoyable day to meet their needs. Parents talk about the regular updates they receive about their child's development. This helps them to support children's learning at home.
- Children are extremely confident and quickly settle down to play. They show kindness to each other as they share toys and remind younger children to be careful at the base of a slide, for example. Children behave exceptionally well. They follow adult instructions and routines well. However, the childminder misses opportunities during daily routines to further develop children's independence. This includes when the younger children are putting their outerwear on and taking it off.
- The childminder supports children's mathematical development. She provides plenty of opportunities for the children to count and sort objects. The childminder introduces mathematical vocabulary as she plays alongside them. For example, as children play with translucent magnet shapes, she uses words such as 'cube' and 'prism'. When the sun shines through them, she captures this moment to teach children about colours and patterns. This helps children to learn new words and build on their existing knowledge. As a result, children are confident to count and use mathematical language from a young age.
- The childminder provides many opportunities for children to develop their literacy skills. The children can access a range of resources and they enjoy making marks in a variety of ways during the day. For example, children show delight as they find a spider and replicate a picture of it on the path, using chalk.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very robust knowledge of her child protection responsibilities. She ensures that her safeguarding training is regularly updated. The childminder is fully aware of her responsibility to protect children from harm. She has a secure knowledge of how to recognise safeguarding concerns, including concerns around children being exposed to extremist views, domestic violence and keeping children safe online. The childminder is aware of what to do if there is any allegation made against her or members of her household. The childminder creates a safe environment for children. She works effectively to identify and take steps to minimise hazards to children. The childminder supervises children well, indoors and outside, to ensure that they remain safe.

What does the setting need to do to improve?

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

- make use of opportunities throughout the day to further develop children's independence during daily routines
- further strengthen partnerships with other early years settings children attend, for continuity of learning.

Setting details

Unique reference number	2501640
Local authority	South Gloucestershire
Inspection number	10191598
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in a bungalow in Severn Beach, Bristol. She operates all year round from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a childcare qualification at level 4.

Information about this inspection

Inspector
Charlotte Adcock

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with children during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- The inspector sought the views of parents during the inspection.
- 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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