

Childminder report

Inspection date: 23 June 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 settle quickly and develop strong relationships with the childminder. They are excited to see her when they arrive. They eagerly hold their arms out for a cuddle and enter her home happily. Babies relish the freedom to move about, confidently exploring and playing with objects that interest them. They show that they feel safe and relaxed. The childminder instinctively reacts to their needs, giving them lots of reassurance and supporting their physical and emotional well-being effectively.

The childminder thinks through the support and resources she offers young children, linking these to their interests and motivating them successfully. They develop their skills well. The childminder gets down to babies' level, playing and exploring alongside them and encouraging their curiosity. Babies giggle and have fun with the childminder. They relish joining in with the songs she sings to them, excitedly making sounds and copying actions. They develop their dexterity and coordination well. They persevere to pick up items to fit inside tubs and close clasps. They enjoy exploring magnets, taking them off a board and reattaching them. They press buttons and learn the effect these create, repeating their actions to create the desired effect.

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

- The childminder works closely with parents from the outset, gaining lots of information to build a clear picture of children's needs. She maintains a regular two-way flow of information with them about children's care and learning. They say that the childminder's care for their child is excellent and that she gives them really good feedback on their child's day.
- The childminder uses her observations of children as they play to assess their development. She understands what children need to learn next and focuses on how she will help them achieve this. However, she has not consistently focused on expanding young children's involvement and confidence in new experiences, particularly to explore messy materials and experiment with their senses.
- Young children enjoy being active and develop their physical skills well. The childminder is close by to offer them help and support if needed. Babies relish the freedom to crawl about and investigate. They delight in using equipment, such as a baby walker, developing their confidence and skills effectively. The childminder uses a calm and consistent approach, patiently persevering with age-appropriate explanations to help babies understand expectations and boundaries in place for their safety. They manoeuvre the walker very well, persevering when they encounter difficulties and trying again until they can turn and go in the direction they want.
- The childminder knows how young children learn. Her good teaching and

effective role modelling offer children new ideas and words to help develop their language and skills. Babies listen and show their understanding as they respond to questions and follow instructions. They point and babble excitedly, communicating to the childminder about things they want. The childminder's careful, attentive support for babies' speech consistently provides them with clear words and simple phrases that babies can understand and copy.

- The childminder is motivated to develop her service. She reviews her daily practice and links with another childminder and her local advisor to keep up with changes to guidance. She discusses and gains good practice ideas to help her improve her provision further. The childminder is currently rectifying storage issues in her garden and making the raised level safer for young children. This affects access to this area. She has plans to rectify these issues as soon as possible to provide children with more readily available opportunities to explore and investigate outside. In the meantime, she takes children out daily for walks and interesting outings, such as to play-based groups, nearby parks and visits to a local farm park and the city aquarium.

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. The childminder makes sure her home is clean and well maintained. She ensures that the play equipment is appropriate for the ages of the children and that they are supervised closely. She carries out thorough risk assessments. She uses safety gates to limit young children's access to higher-risk areas, such as the stairs and kitchen. She supports babies sensitively as they eagerly explore, allowing them the freedom to crawl and practice their growing physical skills while still ensuring 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:

- expand children's confidence and involvement in new experiences, particularly to explore, investigate and experiment using their senses
- implement the planned improvements to the garden and provide children with more readily available opportunities to explore and investigate outside.

Setting details

Unique reference number	2512566
Local authority	South Gloucestershire
Inspection number	10221435
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	4
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Kingswood, South Gloucestershire. She operates all year round from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 provision.
- 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.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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