

Childminder report

Inspection date: 12 July 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 enjoy attending the childminder's home. The childminder is caring and attentive towards the children. She is considerate towards their feelings and gives them choice in their play. When children are upset, she is kind and comforting, supporting them to feel better.

Pre-school aged children show high levels of concentration as they engage in activities for long periods of time. For example, identifying and describing different types of bugs. The childminder supports children's engagement by asking questions, such as 'what colour is the bug' and 'how many legs does it have?' She has high expectations from children and skilfully supports children to make good progress in their learning.

The childminder considers children's experiences and provides them with opportunities that have been missed due to the COVID-19 pandemic. She supports children's social development and increases their understanding of the world, taking children on regular outings. This includes trips to farms, forests, the children's centre, and soft play. Children meet new people and learn to play alongside other children.

Children generally behave well. The childminder consistently reminds them about being kind towards others. On occasion, when children are unkind, the childminder calmly helps them to understand the impact of their behaviour and supports them to make the right choice.

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

- The childminder provides children with a curriculum that is based on their interests. She prepares children for school by focussing on their levels of confidence, level of independence and their social skills.
- The childminder supports children's communication and language well, continuously talking to children and encouraging them to respond. Children make good progress in their speech as younger children begin to say single words and pre-school children articulate clearly, talking in full sentences.
- The childminder plans challenging activities to support pre-school children with their learning and development. She embeds their learning by using additional resources, such as books. Children attentively listen to stories and ask questions, demonstrating their interest. However, when planning activities, the childminder does not always consider the level of development of younger children, which at times results in younger children losing interest.
- Children take part in planting activities which the childminder tailors to support children's development in several areas. For example, they learn that plants

need to be watered regularly in order to grow, and they benefit from experiencing different textures, such as soil and seeds. Children develop their fine-motor skills as they scoop soil and pour water on plants.

- The childminder knows the children well. She is swiftly able to identify when some children may need additional support. For example, children who struggle with turn taking are encouraged to share using strategies such as an egg timer to understand when it is their friend's turn to play with a toy. She works closely with parents which helps give children consistent messages.
- Parents are very complimentary about the childminding service. They comment positively about how much their children enjoy attending and the good levels of progress they make in their learning.
- The childminder has a strong ambition to drive forward improvement. She accesses training for her professional development, such as improving her knowledge about children with special educational needs and/or disability (SEND). She has a good understanding of the process to follow if she has concerns about a child's development.
- Children generally show good levels of independence. For example, they learn to feed themselves and independently explore. However, at times the childminder does not encourage them to learn about self-care, such as wiping their own noses or being able to access hand wash easily.
- The childminder has a good understanding of child development. She obtains relevant information from parents when children first start. She uses this information alongside her own observations to make accurate assessments of children's level of development. The information is used to progress children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection issues. She understands what action to take if she has a concern about a child, and the procedure for dealing with allegations against herself. She follows robust hygiene procedures to ensure children's wellbeing. For example, teaching children to wash hands when they come inside and ensuring nappy changing mats are wiped down in-between uses. The childminder keeps children safe in the sun. She ensures they apply sun cream and wear hats before going out. When they are outside, she encourages them to play in shaded areas to protect them from the sun.

What does the setting need to do to improve?

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

- improve the planning of children's learning experiences by taking into account the individual needs, interests and stage of development of each child.

- promote children's independence further by encouraging them to independently wipe their nose and enable them to access hand wash.

Setting details

Unique reference number	2516177
Local authority	Bristol City of
Inspection number	10214988
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Bristol and offers care from Monday to Thursday, 8am to 6pm, all year round.

Information about this inspection

Inspector
Champa Miah

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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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