

Childminder report

Inspection date:

14 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

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 are extremely happy and form very secure bonds with the childminder from the onset. The childminder knows the children extremely well and is highly attentive to their needs. The childminder knows what children are interested in and what they need to learn next. She uses this knowledge well to ensure she offers a range of enjoyable activities and experiences that challenge children. As a result, all children progress well and are well prepared for the eventual move on to school, including children with special educational needs and/or disabilities (SEND).

Children benefit from spending time outside of the home, engaging in a range of activities, which support their knowledge and understanding of the world. For example, they learn about seasons as they collect natural objects that they find on nature walks. Children have good opportunities to enhance their creativity, for example through dance groups in the community.

The childminder teaches children how to socialise with others and is an excellent role model to them. Children behave exceptionally well; they use impeccable manners and relish in taking on responsibilities.

The childminder works well with her co-minder to ensure they offer a consistently good service to children and their families.

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

- The childminder visits children in their own home before they start attending the setting. She gathers information from parents about the child's home life, their routines, likes and dislikes. She skilfully uses this information to help get to know children quicker, which aids their settling in and makes it a smooth transition from home to the setting.
- The childminder helps children to make good progress in their speech and language development, including bilingual children. She gives good commentary of children's play, responds to babies babble by repeating back and uses descriptive language to further widen children's vocabulary.
- The childminder offers a broad and well balanced curriculum. Children have good opportunities for mathematical development, in particular with regard to number and counting. However, opportunities for children to enhance their technological knowledge and skills are sometimes limited.
- Children learn to be extremely independent in preparation for their next stage in learning and eventual move on to school. They dress themselves and learn excellent hygiene and self-care from a young age.
- The childminder uses positive reinforcement extremely well and offers excellent levels of praise to children, which boosts their self-esteem and supports their personal, social, and emotional development very well.

- Parents report that they are happy with the care and education their children receive. They comment positively on individual support they have received to aid their children's development at home. For example, the childminder works closely with parents to share strategies on how to manage children's behaviour.
- The childminder works effectively with other professionals to ensure there is a continuity of care for children and ongoing information sharing about children's progress and needs.
- Children develop their physical skills well. They enjoy the freedom of being active and moving around in open spaces, for example, during forest school sessions in the woodland. The childminder teaches older children how to put on their own shoes and zip their own coats.
- The childminder regularly undertakes training to help her in her role. She keeps up to date with changes in legislation and regularly reflects with her co-minder on what is working well and what they could do better. She is committed to continually building on the good quality care and education she provides.
- The childminder helps children develop an excellent understanding of diversity. Children are very respectful of different people and develop very good values that prepare them extremely well for their future lives in multi-cultural Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-minder both demonstrate excellent knowledge and understanding of child protection and safeguarding matters. The childminder maintains very secure knowledge of the signs and symptoms of potential abuse and/or neglect. She knows what reporting procedures to follow should she have concerns about a child in her care. The childminder has an extremely clear understanding of how to respond in the event of an allegation being made against herself or a co-minder. The childminder ensures that policies and procedures are implemented well by herself and her co-minder.

What does the setting need to do to improve?

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

- extend children's opportunities to enhance their technological skills in preparation for their future lives in modern Britain.

Setting details

Unique reference number	2522001
Local authority	South Gloucestershire
Inspection number	10204350
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	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She is situated in Yate, Bristol. The childminder provides care from 7am until 6pm, Monday to Friday, all year round. The childminder works with a co-minder. The childminder is in receipt of government early education funding for some children.

Information about this inspection

Inspector

Dominique Allotey

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 provision.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and her partnership working with her co-minder.
- The inspector looked at relevant documentation, including checking the suitability for the childminders and other household members.
- The inspector held discussions with the childminder about the environments, activities and experiences on offer to children to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder, her co-minder, parents, and children spoken to on the day of the inspection.

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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