

Childminder report

Inspection date: 31 March 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

Young children happily enter the childminder's home upon their arrival. The childminder's caring and friendly manner makes children feel very welcome. They thrive on the attention the childminder gives them. She knows young children's routines, recognising when they are hungry or tired, and quickly provides for their needs. The childminder sings rhymes and songs to young children during the day, particularly as they are moving between activities, getting ready to go out or for mealtimes. This helps children feel relaxed and offers them plenty of language for them to hear.

The childminder helps young children understand expectations and learn to share and take turns with toys. They begin to enjoy the company of other children, during social mealtimes, as they play alongside them and as they explore together in the park. Young children are curious and motivated to learn. They experiment and follow their ideas and concentrate well on things that interest them. Children make good progress. They confidently explore and show positive attitudes towards new experiences and developing their skills. Young children enjoy sharing books with the childminder and point to things that they see on the pages. They explore toy animals linked to the animals in the book. This extends their involvement, and they listen with interest as the childminder models the names of the animals clearly for them. Children excitedly respond, making sounds for the animal names.

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

- The childminder shows considerable dedication to the children in her care and the families that use her provision. She keeps parents well informed about their children's achievements and progress. The childminder works effectively with them to meet children's needs and ensure children benefit from a shared approach to their care and learning. First time parents are very positive about the childminder's service and are particularly grateful for her support, help and advice.
- Young children enjoy being active. They excitedly investigate a tunnel and tent in the childminder's lounge, navigating the small spaces and openings well. They relish visits to the local park, eagerly exploring the different terrain. The childminder is close by to ensure their safety while still allowing them the freedom to explore and develop their confidence and skills. Young children giggle as they toddle quickly down grassy slopes, adjusting their movements very effectively so that they do not fall. They smile proudly at their achievements and go back up to have another go.
- The childminder observes children as they play and explore, noting their achievements and any gaps in their development. She then outlines the next steps in children's learning and works to support these. However, the challenges

within the childminder's planned activities are sometimes pitched too high for young children. She also does not adapt her support to consistently offer young children sensory-based exploration and learning that are suitable for their age and interests. Consequently, at times, children are not fully engaged in their exploration and learning, and their skills do not develop as much as possible.

- The childminder is skilled in supporting children's communication and language, particularly for those who speak English as an additional language. She closely supports their knowledge of English and links skilfully to their home languages to extend their understanding and emerging speech. Young children begin to communicate their needs and preferences. For example, at mealtimes, they point and babble and are starting to name food items, copying the childminder's clear speech.
- The childminder is keen to develop her provision further. She sources useful audits and evaluation processes from professional organisations to analyse and improve her practice. The childminder links closely with other childminders for professional discussions, gaining good practice ideas. She conscientiously outlines professional development opportunities to extend her knowledge. The childminder is currently undertaking a childcare qualification at level 3, to help enhance her teaching and skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is safe and secure. She teaches young children safe practices, for example to navigate stairs independently in a suitable way. The childminder stays close by as they practise these skills, and ensures their continued safety. She has strong procedures which she implements thoroughly and consistently, to ensure children's safety when out of her home. The childminder has a comprehensive understanding of safeguarding matters and knows who to contact if she has any concerns about a child's welfare. She focuses closely on local and cultural safeguarding issues that her families may be more at risk from. The childminder then works closely with parents, increasing their understanding and ensuring she can help them keep their children and family safe.

What does the setting need to do to improve?

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

- plan more precisely and adapt teaching support to younger children's needs, developing their skills to the highest level.

Setting details

Unique reference number	2538005
Local authority	Bristol City of
Inspection number	10215260
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 10
Total number of places	4
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Easton, Bristol. She operates from 9.30am to 2.30pm on Tuesday and Thursday, during school term times only.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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.
- The inspector took account the views of parents spoken to on the day and their written views by reading their comments in messages.
- 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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