

Childminder report

Inspection date: 27 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

The childminder provides a broad range of experiences to support children's learning. Children show good coordination as they use the magnet to retrieve worms from the toy tree to feed the chick. The childminder's positive interactions encourage children to count how many worms the chick has eaten and to guess which number comes next in the sequence.

Children thoroughly enjoy books. They keenly share their favourite with the inspector, pointing out and naming the different animals. Children show good understanding of how to press the buttons to make the animal sounds. Children show good hand and eye coordination as they pick the tiny magnetic food up to feed the animals. The childminder carefully considers the children's love of books and provides a lovely range and a comfortable space to entice their imagination.

Children behave well. They enjoy turn-taking games, such as to depress teeth on a crocodile to make it snap. Children listen carefully to the childminder's instructions, such as to spray the fence and not each other with the water. Children show confidence in their abilities. For example, when children fall off the tricycle, they refuse help from the childminder and try to pick the tricycle up. Children persevere and show pride when they succeed.

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

- The childminder builds a curriculum designed to support children's next steps successfully. She has good knowledge of what children know and need to learn next. Occasionally, the childminder does not challenge more able children in their thinking. For example, when children show interest in the different shaped blocks and name the shapes, she does not help them to explore and develop their mathematical language further.
- The childminder sequences children's learning well. She provides numerous opportunities for children to build their hand and muscle strength in readiness for early writing. For example, she provides trigger sprays for children to make marks with water on the fence. Children engage well and enthusiastically explore pattern, showing good control.
- The childminder makes good use of the local environment to provide children with a range of learning experiences and support to develop a sense of community. Children enjoy regular walks to explore nature and attend creative groups to explore sensory experiences and develop their social skills. The childminder follows her risk assessments well to keep children safe on outings. She talks to children about road safety to help them understand how to keep themselves safe.
- Children form close bonds with the childminder and check in with her regularly

as they make independent choices about their play. At times, the childminder does not support children to complete tasks of which they are capable to develop their independence further, such as wiping their own noses or helping to re-dress after a nappy change.

- The childminder has good knowledge of children's care needs. She regularly reviews information with parents. She adapts practice and routines so that there is consistency between the home and the setting, such as dropping a sleep.
- The childminder works well in partnership with parents to support children's behaviour, which parents greatly appreciate. The childminder uses stories and picture cues to help children learn to recognise their emotions. During handover, children's feelings are acknowledged so that they feel safe and valued.
- The childminder recognises the importance of holding professional discussions to share good practice. She researches new ideas and keeps up-to-date with any change in legislation. She evaluates her provision well and identifies new training which will support children's learning further, such as emotional well-being.

Safeguarding

The arrangements for safeguarding are effective.

There are good arrangements to ensure the setting is safe and secure. The childminder has good collection procedures to ensure children are collected by those who are known and authorised to do so. She implements her policies and procedures effectively, such as to administer medication with consent from parents. The childminder has good knowledge of the possible indicators that a child is at risk of harm. She understands the procedure she should follow should a concern arise and when to make referrals to outside agencies.

What does the setting need to do to improve?

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

- use all opportunities that arise to help children develop their independence further
- challenge more able children further to explore properties of shapes and build mathematical language.

Setting details

Unique reference number	2549576
Local authority	South Gloucestershire
Inspection number	10221544
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Staple Hill, South Gloucestershire. The childminder provides care Monday to Wednesday, 7.30am to 5.30pm, all year round.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning and observed her interactions with children.
- The inspector spoke with children during the inspection and considered the written views of parents.
- The inspector sampled a range of documentation, including policies and procedures.

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
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M1 2WD

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