

# Childminder report

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Inspection date: 10 May 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder knows children's interests and capabilities. She plays and explores alongside children, encouraging their curiosity and building their confidence. Children are happy. They enjoy the childminder's provision and have fun with her. The childminder conscientiously implements her plans and curriculum. She helps babies and young children develop positive attitudes to learning and progressing their skills. The childminder encourages them to have a go and to persevere when they encounter difficulties. She offers useful tips and techniques to help their success. Young children peel their fruit at snack time and tackle new equipment in the garden. They get their coat on themselves to go outside. They are proud of their achievements and smile broadly.

The childminder has a very friendly and caring manner. Children have strong and very beneficial relationships with her. They eagerly seek her out to play games and share their achievements, or for cuddles. She knows children's individual routines well and supports their care needs quickly and effectively. Parents are very positive about the childminder and the work she does for the children and their family. They say that she is so understanding and goes above and beyond, offering useful advice and support and extra help at any time. They comment that they feel very fortunate to have such a wonderful childminder.

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

- The childminder takes children out into the local community daily, helping develop their understanding of the world and their confidence in new situations. Children enjoy going to school to pick up older children, and to visit nearby parks. The childminder takes them to outdoor learning sessions in the woods and to visit nature reserves. They attend play-based groups where children can mix with other children of a similar age and build their social skills.
- Children enjoy being active in the childminder's garden. Older babies crawl and toddle about. They chase balls and enjoy feeding the childminder's rabbit. Young children use equipment, such as slides. The childminder is close by to ensure their safety while allowing them to manage physical challenges themselves, to develop their skills. The children relish chasing bubbles and squeal excitedly as they catch some. Young children persevere to use the bubble wands and beam with pride as they blow some bubbles themselves.
- Children make good progress. The childminder makes effective use of her home to inspire children. She links activities to children's interests and what they need to learn next, successfully motivating them and developing their skills. Babies and young children explore chalks and paint and marvel at the marks they create. They enjoy listening to stories. They independently select books and handle these respectfully and correctly. They turn pages and lift flaps, curious as

to what they will find.

- Overall, the childminder supports children's communication skills well. She develops their listening and understanding effectively. She is chatty and eagerly gives children a running commentary during their play and activities. However, at times, in her enthusiasm the childminder's rapid extended discussion does not consistently offer young children the chance to practise their speech sounds and words and develop their language as much as possible.
- The childminder keeps parents well informed about their children's achievements. She shares detailed information about children's learning and development through her online system and regular daily discussions. She works with parents closely to support nutritious lunch box contents and a healthy diet for children. The childminder links with other settings children attend, working to ensure children benefit from a shared approach to their care and learning.
- The childminder shows dedication to the families who use her provision and has high aspirations for the children. She links with local authority advisers and other childminders to obtain ideas and learn about new guidance. She then updates her procedures accordingly. She evaluates her practice, gaining the views of parents to help her to identify areas for improvement and make changes to develop her provision further.
- The childminder manages babies' and young children's behaviour well, particularly the interactions between children. They learn to share resources and begin to take turns with toys. However, occasionally, the childminder does not make the most of opportunities to help children express themselves and manage their emotions when they become frustrated during activities, and develop their communication further.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her home is clean and well maintained. She carefully considers all areas, eliminating hazards to ensure that children can play safely. She supervises young children closely and is vigilant as they play and explore. She offers them reminders on safe practices to help them to learn about and manage risks they encounter. The childminder knows what actions to take if she has a concern about a child's safety. She regularly renews her safeguarding knowledge through a range of appropriate training. She is vigilant to any indications that children and families may need further support, and she is ready to act quickly to provide this for them.

## What does the setting need to do to improve?

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

- develop more ways to help and encourage children to express themselves,

progressing their language and communication even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2555163                                                                           |
| <b>Local authority</b>                             | Bristol City of                                                                   |
| <b>Inspection number</b>                           | 10221624                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 6                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Withywood, Bristol. She operates all year round from 8am to 5pm, Tuesday to Friday. The childminder provides funded early education for children aged three years.

## Information about this inspection

### Inspector

Rachel Howell

### 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 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 of parents' written views by reading their comments in letters.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. 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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