

# Childminder report

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Inspection date: 13 December 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 | Requires improvement |

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

### **The provision is good**

Children are happy and they settle quickly in the care of the childminder and her co-childminder. Younger children confidently leave their parents as they arrive, as they are eager to get in to start playing. Children develop secure relationships with the childminder and her co-childminder. They cuddle into them and ask them for help with putting resources together. Children play imaginatively together, and the childminder joins in with helping children to dress and care for the dolls. All children behave well and develop nice friendships within the group. Children talk fondly of their friends and happily involve them in their play.

The childminder has high expectations for all children to achieve and she is skilled at supporting children's vocabulary. She listens to what children say and models language to introduce new words and to build on their developing language skills. Children are independent, they confidently select their own resources and demonstrate a good understanding of the behavioural expectations in place. They use mats to create their own play space and then tidy away the resources when they have finished playing. The childminder supports children to follow good hygiene practices; children confidently clean their faces and wash their hands before meals.

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

- Partnerships with parents are strong and well developed. The childminder works closely with children's parents to get to know their children and their families. She uses the information that she gathers well, to gain a good understanding of children's care and learning needs. This helps children feel safe and secure in the childminder's setting. Parents say that they are happy with the care that their children receive. They say that the childminder and her co-childminder offer support and keep them well informed about their children's progress.
- The childminder provides an interesting and challenging curriculum to help children to learn and to build on their curiosity. She plans her environment well, to encourage children to make their own choices about what they play with while incorporating children's interests well. Children enjoy learning about music and instruments. They listen to music and talk about the sounds that they can hear, as they try to work out what instruments make the different sounds.
- The childminder knows the children very well and she monitors children's progress closely so that she can provide interesting and challenging activities for children to be involved in. However, at times, she does not consider what some of the younger children need to learn next, and some activities are too complex for children. This can lead to children losing interest and struggling to be involved.
- The childminder is dedicated to keeping her skills and knowledge up to date and

relevant. She regularly reviews her practice to evaluate how well she supports children's learning. The childminder works closely with her co-childminder and other professionals to evaluate and make changes that benefit the children. Recent training on outdoor learning has helped the childminder to develop her garden. The more natural environment has helped children to be creative in their play and to use their imaginations more when they play outside.

- The childminder encourages children to follow routines and to be kind and considerate towards their friends. Children respectfully ask if they can join in with their friend's games, and they patiently wait for their turn with the resources. At times, some children struggle with managing their feelings and emotions when being asked to share toys. Overall, the childminder supports this well. However, she does not consider how to help children to learn to be independent at managing their feelings more appropriately.
- The childminder supports children to learn about their local environment. She takes children out on regular outings. Children enjoy visits to local parks, to the woodland and to take part in community events. Children learn to explore their surroundings and to develop their physical skills as they use the different equipment and learn about risks outside of the setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder, alongside her co-childminder, undertakes regular safeguarding training. She has a good understanding of her responsibilities to keep children safe. The childminder understands how to identify concerns and she implements good procedures to monitor children's welfare. The childminder knows the procedures that she should follow to act on and to report any concerns that she has about a child's safety or welfare. The childminder carries out risk assessments to ensure that her home is safe and suitable for children.

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

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

- target support more precisely to focus on the younger children's interests and next steps in learning
- offer children support to learn to manage their feelings and emotions more appropriately.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2559909                                                                           |
| <b>Local authority</b>                             | Bristol City of                                                                   |
| <b>Inspection number</b>                           | 10265635                                                                          |
| <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 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 4                                                                                 |
| <b>Date of previous inspection</b>                 | 4 May 2022                                                                        |

## Information about this early years setting

The childminder registered in 2019. She lives and works with her co-childminder at their home in Arnos Vale, Bristol. The childminder operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. She follows the Montessori educational approach and holds an appropriate qualification at level 4. The childminder is eligible to provide funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Victoria Nicolson

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to a parent and children during the inspection and took account of their views.

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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