

Childminder report

Inspection date: 4 May 2022

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder and his co-childminder plan an interesting and challenging curriculum. They make effective use of their home to motivate children to explore and follow their interests and ideas. Children independently access resources from the stimulating range the childminders set out in the nursery room. They confidently find items that they want, such as a chef's hat to add to their cooking play or play people to add to their dolls house imaginative play. They concentrate well on things that interest them.

Children learn to manage their feelings, begin to understand the needs of others and start to take turns with resources. The childminders are friendly and welcoming and work to support children's emotional well-being. They take the time to support babies and children to settle into their home. Children form close relationships with them and enjoy the provision and being with the other children. Babies are reassured and comforted with a cuddle if they become upset. However, changes to the childminder's arrangements for providing children with drinks means that children are not offered fresh drinking water regularly throughout the day, particularly the younger children.

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

- The childminder patiently supports children, helping them build their skills and make good progress. This includes children with special educational needs and/or disabilities. He works to develop his teaching and support of children's learning, gaining knowledge from his experienced co-childminder and undertaking training. The childminders work together to evaluate and assess children's learning needs regularly. They focus on what children need to learn next, carefully making plans for the ways they will help children successfully achieve these.
- Children's communication is developing well. They show their understanding as they respond to the childminders' questions and follow their instructions. Older children take turns in conversation. Babies excitedly babble as they crawl or toddle about, and young children knowledgeably start to name items. The childminder leads interesting, focused activities to extend and develop children's speech further. He makes learning enjoyable. Children listen and join in eagerly, and giggle as they copy different animal sounds.
- Children are careful and considerate with the childminder's toys and resources. They listen to the childminder's prompts and conscientiously tidy activity trays and resources away. Young children persevere to do things for themselves and are pleased when they get their boots on themselves to go out and play in the garden. Older children are able to use the new water dispenser to get themselves a drink in the morning. However, children are not consistently

supervised when using this. Additionally, the childminders only set out two cups. Children therefore share the cups. They also play with the water, pouring their used water back in. They then refill their cups and drink the used water, not following safe hygiene practices.

- The childminders use an accredited scheme run by the local authority to reflect on and improve the quality of their provision. The childminders work closely and effectively with parents to gather information about children's routines and interests at home. They use this information to complement the care and education they provide for children in the setting. Parents are very positive about the childminders' provision. They comment that their child has grown in confidence so much and the childminders have nurtured his independence. They also say that they love the updates they get regularly and that children always seem to be doing something new and exciting.
- Children develop their physical skills well and enjoy being active in the childminder's garden. Older children experiment and create imaginatively, following their interests and ideas very effectively. They readily climb and balance on the equipment, confidently taking on challenges. Babies crawl and toddle about, exploring textures and different areas. Younger children relish exploring sand and water, and splash in puddles they create. However, occasionally, the childminders do not manage their deployment and the supervision of the children completely effectively. This is particularly when all the children are together and babies and older children are using the same spaces outside, and minor incidents occur.

Safeguarding

The arrangements for safeguarding are effective.

Even though there are some weaknesses in the support for children's health, and gaps in supervision procedures, the childminder does have a suitable understanding of how to safeguard children. The childminder knows the signs that children may be at risk of harm. He has renewed his knowledge through training. He methodically records any accidents or incidents that children may have while in his care and informs parents promptly. He understands the importance of monitoring and maintaining this. He has a strong knowledge of the procedures to follow if he has a concern about a child's welfare or safety. He also understands his responsibility to deal with any allegations against himself or his co-childminder, promptly and professionally.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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implement hygiene and health arrangements consistently, including taking the necessary steps to prevent the spread of infection and ensuring drinking water is available and accessible to all children	13/05/2022
ensure children are adequately supervised at all times, with particular regard to minimising risks and accidents and supporting children closely at mealtimes.	13/05/2022

Setting details

Unique reference number	2559911
Local authority	Bristol City of
Inspection number	10221659
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	1 to 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. He lives and works with his co-childminder at their home in Arnos Vale, Bristol. He provides care all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder follows the Montessori educational approach. The childminder eligible to provide funded early education for children aged two, three and four 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 provider and has taken that into account in their evaluation of the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how he implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children, the childminder and his co-childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed his 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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