

Childminder report

Inspection date: 13 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is friendly and welcoming towards children and their families. Children develop secure relationships with the childminder and his co-childminder; they demonstrate feeling secure in his care. For instance, children settle quickly as they confidently leave their parents. Children have opportunities to make their own choices about what they want to play with, as the childminder arranges the environment to encourage children to be independent.

Children are inquisitive and keen to learn. They demonstrate a can-do attitude as they eagerly join in with the childminder to problem-solve to make the pieces of the wooden castle fit together so that they can play with it. The childminder knows children well and provides a curriculum based on a hands-on learning approach, using what the children are interested in. Children independently select resources and use mats to create their own play space. They use this space to be able to focus on their chosen play. Children behave well; they are kind and considerate towards their friends. Children respectfully ask to join in to games with their friends and they work together to tidy up for mealtimes.

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

- The childminder follows good methods to monitor and assess children's progress. He uses the information that he gathers well, to provide children with support to follow their interests in learning. However, at times, he does not consider what the youngest children need to learn next and some activities are too challenging, meaning that children lose focus and struggle to be involved.
- The childminder and his co-childminder provide good support and guidance for children with special educational needs and/or disabilities. They carry out research and work closely with children's parents and other professionals to provide a shared approach to children's learning and development. Children flourish and make good progress from their starting points.
- Parents comment that they are happy with the care that their children receive. Parents say that the childminder keeps them well informed about what their children are learning and about their daily routines. Parents are encouraged to work closely with the childminder and his co-childminder to help children to settle and feel secure in the setting. The childminder gathers key information from parents to get to know children's learning needs.
- The childminder evaluates his practice regularly. He, along with his co-childminder, are aware of the importance of keeping their skills and knowledge up to date and relevant. They take part in training, and they work with other professionals to reflect on the different areas of their setting. As a result, he has made changes to the equipment children have in the garden, to offer children more opportunities to be creative. Children benefit from more freedom to choose

how they want to play when they are outdoors.

- The childminder and his co-childminder promote children's healthy lifestyles. They take children out in the local area to explore the woodlands and parks. Children learn about keeping healthy and are confident at managing their own personal hygiene, such as wiping their nose and washing their hands before meals.
- The childminder has high expectations for children's communication and language development. The childminder and his co-childminder consistently talk to children as they play. They model language and repeat words back to them clearly, so that they hear correct pronunciations for words. However, the childminder does not consistently support children as effectively as he could, to develop and use their home language. For example, to extend children's language and speaking skills further and celebrate what makes them unique.
- Children are confident and keen to play; they settle in to activities quickly and happily play with their friends. Children spend time making ramps for the cars together. Children explore what size cars fit down the ramps and which cars go the fastest. Older children enjoy playing imaginatively with the dolls.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his co-childminder focus on keeping children safe. They have good procedures in place to follow to ensure that children's safety is paramount. They carry out regular training and work with other professionals to keep their knowledge of how to identify concerns up to date and relevant. The childminder knows how to use information that he gathers to monitor children's well-being. He is aware of the procedures that he must follow to act on concerns and report information that might suggest that a child is at risk.

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
- provide more opportunities for children who are learning to speak additional languages, to support and extend their language development further in their play and celebrate what makes them unique.

Setting details

Unique reference number	2559911
Local authority	Bristol City of
Inspection number	10265634
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	4
Date of previous inspection	4 May 2022

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 on Monday to Thursday, from 8am to 6pm, all year round, except for bank holidays and family holidays. The childminder follows the Montessori educational approach. The childminder is eligible to provide funded early education for children aged two, three and four years.

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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