

Childminder report

Inspection date: 21 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children enter this welcoming, homely environment with ease. They form positive relationships with the childminder. Babies smile and babble, while older children say hello to visitors. This shows the children feel safe and secure within this environment. The children choose from a range of resources and activities on offer. These have been planned around the children's interests and to support them to achieve their next steps. For example, the children create pirate masks. The childminder helps the children to share the resources. She repeats colours and words back to them correctly.

The children giggle and call out 'look at me' as they race around on scooters and ride on tractors, saying 'ready, steady go'. They jump onto a tree swing, using their whole body to make it move. This builds children's muscles and burns off excess energy. Babies explore a range of sensory materials, such as foiled blankets and coloured fabrics. The childminder supports babies' physical development by giving them tummy time and encouraging them to roll. Older children engage with the babies and want to help with daily care routines. They use dolls to act out these experiences in their play.

The childminder offers the children lots of praise and reassurance. This builds their confidence and self-esteem. She talks to the children about how they are feeling, such as sad, tired or frustrated. This allows children to communicate their wants and needs. For example, children tell the childminder when they feel tired or hungry.

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

- The childminder has planned a blend of child-led play and adult-initiated activities. She uses themes, based on the children's interests and next stages of learning, to plan exciting activities. The childminder interacts with the children during play. She uses open-ended questions to gain an understanding of what children already know, while sharing her knowledge to extend their learning to the next stage.
- Children benefit from local walks and educational trips within the community. They attend a weekly forest school session and play groups at the local community centre. This supports children to feel confident in new environments and strengthens their social skills. The childminder believes it is important for children to be a part of the local community. They meet neighbours with their dogs and invite elderly people round to watch them play. The children have regular walks in the area. They learn about road safety and choose what route to take. They notice 'double-decker buses' and 'motorbikes' on these walks.
- The childminder continually reflects on her provision and makes changes

depending on the children's needs. She gains feedback from parents and ideas from local childminding groups, which she uses as a support network. The childminder attends a range of training courses to build on her knowledge and improve her practice.

- Children behave well. They have good attitudes towards learning. They show a willingness to have a go and to keep on trying. The childminder supports the children to understand how to share resources and manage conflicts. She encourages them to use their words and to understand how their actions impact on others.
- Parent partnership is good. The childminder offers parents a range of support and advice on potty training, fussy eating and sleep. She uses her knowledge of nutrition to provide healthy meals to the children and shares these with parents. Parents praise the childminder for her flexibility and care of the children. During the pandemic, the childminder set out the rules and regulations to follow. She communicated well with parents, who felt at ease. The childminder puts on regular stay-and-play sessions where the parents come for an evening to watch their children play in the home.
- The childminder supports children to learn some independence skills. For example, she encourages them to make choices about what they want to learn and to freely explore the environment. The children access the toilet and have good hygiene routines. However, the childminder does not always let children learn to manage their own needs. For example, children are not encouraged to wipe their noses with a tissue or put on their shoes and coat. This impacts on children learning the practical skills needed for later life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear on her role and responsibility to keep children safe. She ensures that she attends regular training to keep her knowledge up to date. The childminder shows she can confidently identify the signs and symptoms of abuse, including female genital mutilation, domestic abuse and drug-related crime. The childminder knows how to report any concerns about a child or allegations made against her to the local authorities. She ensures she shares her safeguarding policy with her parents to ensure they are fully aware of the actions she would need to take. The childminder conducts safety checks of the environment to ensure it is safe and secure.

What does the setting need to do to improve?

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

- further develop children's independence by supporting them to do things for themselves.

Setting details

Unique reference number	2564581
Local authority	Bristol City of
Inspection number	10232178
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	0 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 Horfield, Bristol. The childminding service operates Monday to Thursday, 8am to 6pm, throughout the year. She accepts funding for the provision of children aged two-, three- and four-years old.

Information about this inspection

Inspector

Louise Phillips

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 and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of suitability checks and records of accidents and incidents.
- The inspector looked at a small number of written testimonials.
- Children spoke and engaged with the inspector during the inspection.

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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