

Childminder report

Inspection date: 23 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Young children settle into the childminder's provision well. They very much enjoy exploring the interesting areas and stimulating resources. The childminder focuses these closely on children's learning needs and interests, motivating children and supporting their well-being. Children develop secure relationships with the childminder, who is friendly, kind and caring. She knows children's individual routines, recognising when they are hungry or tired and supporting them closely. Young children behave well. They listen respectfully to the childminder. They begin to learn to appreciate the needs of other children, how to recognise their emotions, and to share toys and take turns.

The childminder assesses children's learning regularly and focuses her curriculum and support on children's development needs. Young children develop dexterity and strength using tools and equipment. They make marks with crayons and painting pens and marvel at the effects they create. They persevere to connect the pens with their lids, fascinated with the concept. The childminder offers children ideas and encouragement, extending their exploration effectively. Children gain confidence with new experiences and different materials. They experiment with water, giggling as they copy the childminder and use it to paint their feet. They scoop and pour dry sand and explore the changes as the sand gets wet. Young children show good skills for their age. They persist when challenges occur and show positive attitudes to learning.

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

- The childminder works very closely with parents and other settings that the children move on from. She gathers lots of information to get to know children and help them settle into her provision. She promotes a highly collaborative approach, taking time to discuss all aspects of children's development and care with parents on an ongoing basis. Parents are very positive and complimentary about the childminder and the work she does for their children. They say that she is very clearly centred on children's development and always thinking of new ways for children to have fun, learn and explore.
- The childminder takes children out into the local area to offer them different experiences, for example at play-based groups. This helps to develop their confidence in new situations and their social skills. She takes children on bus trips and capitalises on opportunities for them to meet and learn about local people in the community. This develops children's social and cultural knowledge well. The childminder ensures that she complements the experiences children get at home, discussing these with parents to provide a very good balance for children.
- Young children's communication is progressing well. They listen and show their

understanding as they follow the childminder's instructions. Older babies babble excitedly as they explore, and clear words start to emerge in their speech. Young children count well, name colours and start to communicate what they want or need. The childminder reads stories to the children. She asks children questions and encourages them to name items. Older babies make animal sounds and the childminder models the names of the animals. Babies then copy these, developing their skills further.

- Children make good progress. The childminder uses her observations of children to assess their learning and gauge if they are working at expected levels. She outlines what they need to learn next and plans her activities around this to help close gaps in children's learning. Overall, the childminder implements her planned curriculum well and ensures children make good progress. However, her teaching and support are sometimes pitched too high for young children. Additionally, she does not make the most of all learning opportunities, linking closely to children's current interests and fascinations. Consequently, at times, young children are not as engaged in activities and their learning does not develop as much as it could.
- The childminder works closely with her sister, who is also a childminder. They share practice ideas and regularly plan joint activities and outings for the children in their care. The childminder thinks about what she provides for children and gathers the views of parents regularly to help her identify areas for improvement. She undertakes training focused on the changing needs of the children. For example, she focuses on building their confidence and resilience, particularly to help close gaps in their learning due to the COVID-19 pandemic.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes her responsibility to safeguard children very seriously. She keeps her knowledge of safeguarding up to date through a range of training. She has an in-depth understanding of child protection as well as issues that may affect children's well-being. She is vigilant to any indications that children and families may need further support and she is ready to act quickly to obtain this. The childminder uses safety gates to limit young children's access to higher risk areas, such as the stairs and kitchen. She supports them sensitively as they explore, allowing them the freedom to move around independently and practise their physical skills, while still ensuring they remain safe.

What does the setting need to do to improve?

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

- target teaching and interactions to focus on children's learning needs and interests more precisely and effectively, consistently engaging children and

developing their skills further.

Setting details

Unique reference number	2570516
Local authority	South Gloucestershire
Inspection number	10239179
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Downend, South Gloucestershire. She operates from 7.30am to 5pm, Monday to Thursday, all year round.

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 messages.
- 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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