

Childminder report

Inspection date:

7 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

The childminder has made significant changes since her last inspection to improve the quality of education and the safety of the children she cares for. She has had support and training to help her plan for children's learning and development. She has put in place a curriculum that focuses on children's individual learning and development needs. She provides opportunities for children to learn in ways that build on what they know and can do. Children develop their skills and knowledge and make good progress.

Other changes include a bigger range of toys and resources for children to play with. The childminder makes sure that dressing up costumes, musical instruments and messy play are part of her curriculum at home and not just available to children when they go with her to stay-and-play sessions at local groups. Children have great fun dressing up as their favourite superheroes. They love dancing to songs with the childminder and playing the musical instruments at the same time.

The childminder provides children with different learning experiences to build their social skills and help them learn about the local and wider community. For example, the childminder takes the children to visit the local nursing home, where they talk and play with the elderly residents. Children also go swimming or to the library with the childminder. They visit local gardens, where they learn about the different plants and collect flower petals. They use the petals to create pictures and remind them of their visit.

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

- The childminder helps children to develop good language and communication skills. She offers new words, asks questions and poses challenges to encourage children to think and express their ideas. Children love talking with the childminder. They copy letters and sounds, learn new words and build their vocabulary. They are becoming confident in communicating with others and learning that their thoughts are valued.
- Children learn about managing risks and develop their physical skills. When going to the nearby park, the childminder reminds children to walk and stay near her. They help her check that the park is safe by making sure the gate is closed. Children eagerly explore the different equipment. The childminder models how to walk across the logs to get to the top of the slide. She offers children a hand to hold if they wobble. Children use different skills as they make the seesaw go up and down, slide down the slide and work out how they can climb over and under the wooden climbing frame.
- Mathematics is included in the everyday activities. For example, the childminder encourages children to see if they can stand on the square paving slabs

outdoors. She talks with children about the triangle shape of their sandwiches. However, on occasion, the childminder does not model counting so that children hear the numbers in the correct order, or help children recognise when the shape they have is different from the one they tell her.

- Changes to mealtimes and personal care routines help children to learn about being healthy. The childminder reminds children to ask for tissues when they have runny noses, modelling how to wash hands afterwards and putting the tissue in the bin. At mealtimes, she encourages children to talk about the foods that are healthy and name various fruits or vegetables. She has toothbrushes and toothpaste for children to use so they can learn about good oral health. She also offers reminders for children to have frequent drinks to stay hydrated in the warm weather.
- Children enjoy group times with the childminder. They have fun joining in rhymes and songs. They pretend to be sleeping bunnies, lions, crocodiles and butterflies. However, when the childminder suggests listening to a story, children rush to choose their own books. She struggles to get the children to listen together. Some children decide to play with other toys, so they miss out on the story time.
- Children enjoy their time with the childminder, who is responsive to their needs. She notices when children struggle to share and steps in to help them take turns with their favourite toys. Children use their imagination as they find a 'cup' for the baby doll to have a drink. They 'fill' the cup from the pretend tap in the play sink, then ask the childminder to find a 'bath' so they can wash the 'baby'. The childminder brings a bowl for the children and talks with them about what they are doing.
- The childminder builds good relationships with parents and shares information with them about the care and education she provides. She helps children build on their skills and knowledge and supports them well as they move on to preschool or school.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the childminder has completed further training on safeguarding. She has a secure understanding of her role to protect children from harm and shares this well with parents. She knows the potential signs and symptoms that may mean a child is at risk of harm. She knows the procedures to follow to refer concerns about the well-being of a child or if there are allegations about her. The childminder has put in place rigorous risk assessments that include safety in her home as well as when taking children on outings. She has updated her food hygiene training as well, so she ensures that the food children eat is healthy, nutritious and prepared correctly.

What does the setting need to do to improve?

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

- organise group times better so children know what to do and can learn well from the start of the activity
- build on ways to better support the children's understanding of mathematics, such as the correct number sequences and shape names.

Setting details

Unique reference number	2572010
Local authority	Bristol City of
Inspection number	10284535
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	6
Date of previous inspection	1 March 2023

Information about this early years setting

The childminder registered in 2020. She lives in the centre of Bristol. The childminder provides care for children from 10am to 7pm, Wednesday, Thursday and Friday, term time and on some holidays.

Information about this inspection

Inspector

Anita McKelvey

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.

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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