

Childminder report

Inspection date: 13 July 2023

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

Children demonstrate they feel happy and secure in this childminder's care. She is warm and engaging, and babies snuggle up to her for comfort and reassurance if needed. Children are happy and engaged in their play. The young children enjoy taking turns in conversation with the childminder. Children's behaviour is good. The childminder supports them well by using a positive, gentle and understanding approach to help them learn about their feelings and actions. Children develop positive social skills as they meet with other childminders' children. This helps to widen their social experiences.

Parents share that their children are happy to attend this setting. The carefully planned, personal transition at the beginning of their placement ensures that children already have a close relationship with the childminder and other children when they start. New children are supported effectively to separate from their parents and happily join the setting. The childminder maintains communication with parents daily about their children's day and activities.

The childminder plans an individual curriculum for each child that builds on what children know and what they need to learn next. For example, following guidance about oral health, she plans for children who still use bottles to learn to use cups.

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

- The childminder provides a language-rich environment where she encourages young children to talk, make sounds and communicate in their own way. She shares nursery rhymes throughout the session with actions for children to join in. The childminder encourages children to develop a love of books and reading. All different types of books are available, which children often seek out and ask her to read to them.
- The childminder intends that children have meaningful experiences that enhance their experience of the world. They go on daily excursions to local play-based groups, the library and the shops. The childminder takes the time to encourage children's interactions with people in the community. This helps children to develop their confidence and a respect for other people. The childminder also regularly takes children to visit different local parks for nature walks, which gives them the opportunity to learn about the natural world.
- The childminder celebrates children's achievements with positive reinforcement so that children know what they have done to be successful. However, the childminder does not always give children enough responsibility. For example, she does not always ask children to clear away their toys. Therefore, children do not always think to clear an area to prevent potential trip hazards.
- The childminder knows the children well, and she has a clear understanding of

the children's starting points. She assesses children's progress through ongoing observations and tracking their development. The childminder builds effectively on what children already know and can do. She rightly focuses on the prime areas of learning for young children and how she can support them to develop their knowledge and skills. She plans for young children who are just toddling to develop their stamina, strength and balance. Children have access to slopes, climbing equipment and different surfaces in the well-resourced outside space. The childminder takes them on regular local walks where she gives them the opportunity to practise their balance while walking alongside the buggy.

- The childminder is ambitious for all children's outcomes, including those with English as an additional language and those with special educational needs and/or disabilities. She uses children's home language when playing and uses gestures to support their understanding. The childminder seeks prompt advice from other professionals to find support and improve her understanding of children's needs, where she has concerns.
- The childminder has strong links with other childminders. They meet together regularly, and this provides the childminder with opportunities to hold professional discussions with others. However, she does not make the most of professional development opportunities. The childminder rightly understands that she needs to identify and make better use of these to extend her teaching skills and her ability to support children with emerging additional needs even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in keeping children safe. She has knowledge of the procedures to follow in the event of any concern about a child and keeps her core training, such as first aid and safeguarding, up to date. There are clear processes for recording and monitoring children's attendance and injuries. The childminder understands how to recognise signs that children may be at risk of harm of extremist behaviour and radicalisation and what that means for young children. The childminder carries out risk assessments when on outings to ensure that she minimises any potential hazards.

What does the setting need to do to improve?

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

- support children's independence further by giving them responsibilities so that they grow even more confident in doing things for themselves
- identify and use a wider range of professional development opportunities to further enhance teaching skills and knowledge.

Setting details

Unique reference number	2593483
Local authority	Bristol City of
Inspection number	10251310
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Bishopsworth area of Bristol. She operates all year round, from 8am to 6pm, Monday to Friday.

Information about this inspection

Inspector
Ruth Glover

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 provider.
- The childminder showed the inspector the premises, and they discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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