

Childminder report

Inspection date: 9 February 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

Babies readily warm to the childminder's caring manner and they form strong bonds with her. She supports their well-being closely, offering them lots of attention. If they become upset, the childminder quickly reassures them with a cuddle. She knows their routines, recognising when they are hungry or tired and she conscientiously adapts her support, fulfilling their care needs promptly. She sings songs to them and finds their favourite toys, and they happily snuggle in to share a book.

Young children are motivated to explore and develop their skills. The toys are set out in an inviting way and are appropriate for the children's young age. Their confidence grows as the childminder stays close by, offering timely reassurance and praise. They begin to explore independently. The childminder promptly picks up on children's interests. She flexibly adds in additional resources, motivating young children very well. For example, she notices babies banging blocks together and gets out the musical instruments for them to explore making sounds in other ways. Babies relish the opportunity to shake bells and rattles and knowledgeably use beaters to tap on a xylophone or little drum. They are keen to try new things and test out their ideas. They show positive attitudes to developing their skills.

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

- Children make good progress. The childminder focuses on what children need to learn next and makes plans for the ways in which she will help them achieve these aims. She assesses their learning needs regularly and ensures that there is continued support for all aspects of children's development.
- The childminder works closely with parents from the outset, gaining lots of information to build a clear picture of children's needs. She maintains a regular, two-way flow of information with them about children's care and learning. The childminder has links with providers at other settings that children attend. However, she does not always share information with other providers when children start at a new provision to ensure that there is a consistent approach to the support that children receive.
- The childminder successfully develops children's curiosity and their desire to explore. She gets down to the young children's level. Babies develop their dexterity effectively by exploring books with the childminder, lifting flaps, feeling sensory tabs and turning the chunky pages of a book. They coordinate their movements to bring their hands together in working to connect things such as blocks.
- The childminder sensitively supports children to do things for themselves and works to build children's self-confidence. She offers them lots of encouragement and praise. She thinks through her routines, adapting these effectively to offer

babies age-appropriate challenges, such as bringing a washing bowl down to their level to help them learn to wash their own hands.

- The childminder takes children out into the local community to offer them varied experiences and to build their confidence in different situations. For example, she takes them to parks, play-based groups and indoor play centres.
- The childminder ensures that children develop healthy lifestyles. They have fresh fruit for snacks and they drink water. The childminder supports them to use good hygiene practices. Babies build their strength and coordination very well with timely encouragement from the childminder, for example in crawling, pulling themselves up on furniture and then toddling around.
- Overall, the childminder supports children's communication skills well. She develops their listening and understanding effectively. She is very chatty and eagerly gives children a running commentary during activities. However, at times, in her enthusiasm, the childminder's rapid, extended discussion does not consistently help young children to hear key speech sounds and words in order to develop their language as much as possible.
- The childminder is motivated to develop her service. She reviews her daily practice and links with another childminder and her local adviser to keep up with changes to guidance. The childminder seeks to gain new knowledge and uses her membership with professional associations to undertake training. She gains ideas for good practice to help her improve her provision further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She regularly renews her knowledge of child protection through training and uses this information to ensure that her policies and processes are up to date. She has a good understanding of what to look for and what to do if she suspects that children are at risk of harm. The childminder ensures that her home is safe, clean and well maintained. She 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 eagerly explore, allowing them the freedom to toddle about and practise their growing physical skills, while still ensuring that 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:

- develop the sharing of information about children's learning with other settings that they attend in order to strengthen the consistency of the support that children receive
- give young children consistent opportunities to hear clear speech sounds and words in order to help their language develop as quickly as possible.

Setting details

Unique reference number	2595875
Local authority	South Gloucestershire
Inspection number	10263017
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	5
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 Longwell Green, near Bristol. She operates from 8am to 6pm. She works flexible days during the week all year round. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder 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 childminder.
- 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.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and 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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