

Childminder report

Inspection date: 7 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

Children arrive happily and are eager to explore the childminder's home. The childminder greets them warmly and encourages them to take off their own coats and shoes. Children settle quickly into their play. Children are self-motivated to play, explore and enjoy the wide range of learning opportunities available to them each day. They learn to share the resources and play happily together. The childminder and co-childminder work seamlessly together to create a curriculum that meets the needs of all children. The childminder has a gentle and calm approach. Older children enjoy listening to familiar stories and younger children copy the actions and sounds with relish.

The childminder helps them to understand the importance of taking turns and sharing. The childminder supports all children, including children with special educational needs and/or disabilities, to make good progress in their learning. Children are well prepared for their future learning.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development, and has identified that children need support to develop their communication and language skills.
- Children go to the childminder readily for cuddles and sit on his lap for reassurance. Minor disagreements are dealt with calmly. For example, he quietly speaks to children and helps them to understand how their actions may have upset another child and encourages them to be kind and help each other.
- The childminder and co-childminder get to know children's likes, dislikes, and routines when they first start. However, the information gathered from parents does not focus on children's prior knowledge. This results in them not able to plan activities that build on what children already know and can do.
- Partnerships with parents are effective. Parents are happy with the quality of care provided and comment their children benefit from how the childminder and co-childminder are consistently calm and attentive to their children. They say the childminder shares information daily with them and offers ideas for them to continue at home to support their children's learning.
- Children show concentration as they listen carefully and join in enthusiastically during song and rhyme time. Older children show delight as they choose cards and excitedly recall key actions for 'five currant buns'. Younger children clearly recognise the images on the cards. The childminder encourages them to join in by copying his actions and words.
- Children know the daily routines of washing hands before eating. The childminder encourages them to thoroughly wash their hands independently before snack time and explains how to prevent the spread of germs by not

touching muddy outdoor boots after washing their hands.

- The childminder is keen to keep his knowledge and skills up to date. For example, he attends training opportunities provided by the local authority, meets with local groups and takes part in online courses. The childminder and co-childminder have together enrolled in a national scheme to help them improve themselves even further.
- The childminder introduces mathematics into children's play. Children count objects confidently and accurately. However, the childminder does not consistently introduce simple mathematical language to help support children's understanding of mathematical concepts.
- The childminder supports children to develop their understanding of diversity beyond their immediate family. For example, he takes them to local groups, outside their area, where they have an opportunity to mix with children from other settings and learn about new languages and cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes his responsibility to keep children safe seriously. He attends regular training to keep his knowledge up to date and confidently describes the signs that may indicate a child is at risk of harm. He knows who to contact and the processes to follow if he should need to make a referral. He is aware of agencies to contact for families that may need additional support. The setting is secure and the childminder supervises children well to ensure they are safe as they play.

What does the setting need to do to improve?

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

- Build on opportunities that arise during everyday routines and play experiences to enhance children's understanding of mathematical vocabulary
- increase the information gathered when children first start to gain a good understanding of what they already know and can do.

Setting details

Unique reference number	2606436
Local authority	Bristol City of
Inspection number	10263606
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	8
Number of children on roll	0
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Whitehall, Bristol. He operates from Monday to Friday, all year round, from 7.30am until 6pm. The childminder works with a co-childminder.

Information about this inspection

Inspector

Lin Harvey

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 provider.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents.

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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