

Childminder report

Inspection date: 1 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

The childminder makes children feel welcome and they arrive happy and eager to enter her home. Children form close and beneficial relationships with her and her family. Children are relaxed in her home and enjoy her company.

The childminder is well qualified. She knows how children learn and develop. She focuses her planned activities and support on children's learning needs and interests, linking to these very well. Young children enjoy songs focused on tractors and show their growing knowledge of colours, as they talk about the red tractor. Children excitedly play with a big fire engine and the childminder finds items to extend their play. She develops their knowledge as she encourages them to pay attention to details, such as discussing the safety hats the toy fire people wear to protect them. Young children are inspired to experiment sending different sized vehicles down long tubes. The childminder is skilled at giving them time to explore ideas and develop their thinking. They do very well and tell the childminder it 'doesn't fit' as they try the big tractor. She helps them look and find smaller cars and they are pleased with their success. Children are keen to learn and develop their skills.

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

- The childminder has strong processes for assessing children's development. She observes children closely to gauge what they can do and then outlines the areas in which they need support. She makes clear effective plans for these next steps in their learning and ensures that children make good progress.
- Children's communication and confidence develops effectively. The childminder explains things to children to help their understanding and encourage their cooperation. Young children learn new words, gain confidence in speaking and communicate what they want or need. The childminder gives children time to think and respond to her discussion, developing their early conversation skills.
- The childminder takes children out to local parks to encourage them to be active and build their muscle strength. She sets up her home with resources to help children develop their dexterity and coordination. They show good skills as they use different tools, cutting play dough and pushing it into a press. They carefully turn the thin pages of books, make marks on magnetic wipe boards, and roll and throw balls.
- The childminder builds strong, beneficial relationships with parents. They collaborate closely, sharing information about children's achievements and interests. The childminder works with them to support children's learning at home. Parents say that their child's confidence has grown so much and they are constantly learning new things at the childminder's provision.
- Young children behave well and any minor disagreements are quickly resolved,

due to the prompt interaction from the childminder and her positive encouragement. Children learn to share toys and enjoy the company of the other children. The childminder takes them out to local play groups where they meet with other children and gain useful social skills.

- Young children overall have positive attitudes to learning. With the childminder's encouragement they try hard when they encounter difficulties. However, the childminder is not always successful in encouraging children to persevere and attend to routine tasks, such as tidying up, to develop the children's sense of responsibility further.
- Young children develop a love of books and stories. They independently select these and bring them over to the childminder for her to read to them. She inspires their interest and involvement. She gives them time to respond to her questions and discussions related to each page. Young children knowledgeably talk about the things they see and at times anticipate what is coming next. They listen very well and often ask her to read their favourite stories again.
- The childminder understands the importance of keeping up to date with changes to requirements and gaining new knowledge. She has memberships with professional associations and links closely with regional childminding advisers, making the most of training opportunities. For example, she has undertaken training to help implement new assessment and planning processes, aiding the progress checks she has recently completed on the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the procedures to follow in the event of any concerns arising about a child. She refreshes her knowledge through training, to ensure her understanding and procedures continue to focus on the most suitable ways to help keep children safe. The childminder carries out thorough risk assessments of her home. She uses gates and barriers to restrict their access to higher risk areas, such as her log burner in her lounge and the steep steps in her garden. She has suitable procedures for taking children on outings, to ensure she can keep children safe.

What does the setting need to do to improve?

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

- encourage children to consistently attend to and persevere with routine tasks, to develop their sense of responsibility and skills further.

Setting details

Unique reference number	2607542
Local authority	Bristol City of
Inspection number	10264008
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the Speedwell area of Bristol. She operates 8.30am to 5.30pm, Monday to Thursday, all year round. The childminder has qualified teacher status.

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 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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