

Childminder report

Inspection date: 8 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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children settle quickly. They form strong attachments to the kind and nurturing childminder and are happy in her care. Children have positive attitudes towards their learning. They persevere and concentrate well on tasks. Children benefit from the range of activities and experiences the childminder plans for them. These are based on her secure knowledge of their interests, what they can already do, and what they need to learn next. This helps all children make good progress in all areas of their development.

Children behave well, and the childminder has high expectations for children's behaviour. Children learn to share and play together cooperatively. They interact well with their peers and form positive friendships. Children are respectful of others. They learn about the wider world, which prepares them well for life in modern Britain. For example, they attend community groups where they meet people of different backgrounds and cultures. This promotes children's understanding of diversity well.

Children benefit from regular time outdoors. For example, they enjoy nature walks, observing birds and exploring the natural environment. Children have good opportunities to be physically active, and they learn good hygiene skills. This supports children's understanding of the world and promotes good health.

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

- The childminder plans and implements her curriculum well. She organises play spaces effectively to ensure children of all ages can access the available resources and activities. The childminder has a deep understanding of how children learn. She carries out regular observations of children's play to assess their stage of development, and she uses this information effectively to ensure they make good progress during their time in her care.
- The childminder promotes children's communication and language development very well. She continually speaks to children about what they are doing and uses questions skilfully to encourage children to think deeply and share their ideas. Children's vocabularies are continually developing, and they are confident communicators.
- The childminder places high emphasis on children's early literacy skills and helps children develop a love for books. For example, children enjoy looking at books independently and are captivated by stories the childminder reads. In addition, the childminder ensures children have access to mark-making materials to practise their early writing skills.
- The childminder teaches children important social skills and is a good role model. However, she does not consistently organise mealtimes well enough to

further enhance children's social development at these times. For example, children sit apart from one another and have fewer opportunities to interact with others and build on their conversational skills.

- The childminder makes good use of opportunities as they arise in everyday activities to support children's early mathematical development. For example, she talks to children about the colour of things they are looking at, which helps them make observations about similarities and differences, and she sings counting songs with children as she changes their nappies.
- The childminder is reflective and regularly reviews her practice. She seeks the views of other early years professionals and parents to support her in identifying priority areas for improvement. She attends a range of training courses that enhance her early years knowledge and teaching skills. In addition, she is proactive in seeking specific training that aids her in meeting children's individual needs most effectively.
- Parents are very happy with the quality of care and education the childminder gives their children. They receive regular feedback about their child's day and what they have been learning. Parents are regularly informed about their child's specific next steps. However, the childminder does not ensure they are regularly informed of the activities they can do at home to support their child's learning.
- The childminder works in partnership with other early years settings children attend to regularly exchange information to help ensure continuity of care and education for the children.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding children is paramount for the childminder. The childminder attends suitable and regular child protection and safeguarding training and has a good knowledge of her safeguarding responsibilities. She is clear on who to contact should she need to report concerns or seek advice about a child's welfare. She understands a wide range of signs and symptoms that may indicate a child is at risk of harm. Effective policies and procedures are in place and implemented well to protect children. The childminder assesses risk effectively and teaches children how to keep themselves safe. For example, on outings, children learn about road safety.

What does the setting need to do to improve?

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

- further support children's social skills, particularly at mealtimes
- provide parents with information about ways to support their child's learning at home, to help children make even better progress.

Setting details

Unique reference number	2610766
Local authority	South Gloucestershire
Inspection number	10238996
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	29 March 2022

Information about this early years setting

The childminder registered in February 2021. She lives in Staple Hill, Bristol. The childminder holds a BA Honours in Early Years. She offers care for children each weekday, all year round. She is in receipt of early education government funding for some four-year-old children.

Information about this inspection

Inspector

Dominique Allotey

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 childminder.
- The inspector observed children's activities and the childminder's teaching and assessed the impact these were having on children's learning.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation.
- The inspector looked at relevant documentation, including checking the childminder's and other household members' suitability.
- The inspector completed a learning walk with the childminder to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder and children spoken to on the day of the inspection and of parents through their written accounts.

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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