

Childminder report

Inspection date: 2 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's home is welcoming and secure. The childminder builds warm, trusting relationships with children. She finds out about their interests and care routines at home. Then she ensures that activities and routines are familiar to them. Children settle well and are happy and motivated to learn. The childminder plans interesting activities, and children demonstrate a positive attitude to learning. Children engage in imaginative play by using small world models and build stories around toys. They also enjoy being creative by preparing their own artwork.

Children make good progress. The childminder helps them to build on their skills and what they already know. For example, children learn to be independent with self-care skills. The childminder encourages them to prepare their own snack and pour their drink. The childminder has high expectations for all children. She encourages them to make choices and follow their own interests. The childminder is a good role model. Children respond well to the childminder's gentle reminders of her expectations, such as being kind, taking turns and sharing. As a result, children behave well and show good social skills.

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

- The childminder provides children with a curriculum which reflects their interests and builds on their abilities. She uses assessment to effectively identify what children need to learn next. The childminder creates a flower and sticks it on the window. The flower petals represent the children's next steps in learning. As a result, children understand their progress when they use a stamp mark on the petal of the next step they manage to achieve.
- Children develop a good understanding of the world around them. The childminder has pets that the children help to care for. They love stroking and observing the two friendly cats. They learn to be gentle and kind.
- The childminder supports children to develop their speech and language skills well. She models language by talking with children about what they are playing with and by describing and naming objects they use during activities. Children use language effectively to communicate and share their thoughts. However, at times, the childminder misses opportunities to support children's language development even further. For instance, children develop their problem-solving skills when trying to complete tasks by themselves. The childminder does not make best use of open-ended questions to encourage children to use descriptive language about their task.
- The childminder provides lots of opportunities for the children to play and learn outdoors. The children get to know points of local interest and parks. This supports their physical skills. The children also attend another group with children of their age with the childminder once a week. They play in groups and

work cooperatively. This helps children to learn how to be members of a team.

- The childminder helps children to gain effective early mathematical skills. She provides a variety of opportunities for children to learn about sizes, shapes and numbers. She uses mathematical language through all activities and children are developing a good understanding of numbers. For example, when children build models with coloured sand, the childminder asks about the model's shape and size.
- The childminder reads stories to the children related to their interests. For example, children show an interest in tree houses. The childminder chooses to read a story about the trees and how they change during the different seasons. However, the childminder does not offer many opportunities for children to practise their early literacy skills, such as letter recognition.
- Partnerships with parents are good. The childminder keeps parents well-informed of what their children are doing and how they are developing. The parents feel confident to ask the childminder for ideas they can use to support their children's learning at home. Parents are very happy with the care their children receive.
- The childminder is very reflective. She attends courses and evaluates her practice, ensuring she is providing the best experiences for children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder's home is safe and free from hazards. The childminder's main playroom is well-organised, and is a safe environment in which children can play and explore.

What does the setting need to do to improve?

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

- enhance questioning techniques further, so that children have time to think and respond for themselves, to better support their communication and language development
- increase opportunities for children to further develop early literacy skills.

Setting details

Unique reference number	2610912
Local authority	Bristol City of
Inspection number	10263964
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	4 to 9
Total number of places	4
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in the St George's area of Bristol. The childminder operates on Tuesday to Friday, from 8am to 6pm, all year round. The childminder has qualified teacher status.

Information about this inspection

Inspector

Stella Orfanidou

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 setting.
- The childminder and the inspector completed a learning discussion about the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and the children at different times during the inspection.
- Parents shared their views of the childminder 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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