

Childminder report

Inspection date: 2 February 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder and her partner, who works as her co-childminder, provide a rich learning environment in the well-planned and purpose-built playroom. Children arrive at the setting extremely eager to explore the wide range of learning opportunities. They enjoy making props to help them to retell familiar stories. Children show high levels of resilience when part of their prop breaks. The childminder supports their thinking skills exceptionally well. For instance, she asks children how they can use materials to reinforce it and gives them time to test out their ideas. Children decide to add plasticine to, 'make it stronger' and the childminder praises their efforts.

Children develop excellent communication and language skills. The childminder reads extremely well and children become immersed in stories. She makes learning fun. Children enjoy thinking of rhyming words. They practise saying, 'ball' and 'tall' and listening to the sounds.

The childminder has high expectations for behaviour and she communicates these clearly to children. Children learn to behave extremely well. For instance, they use sand timers to help them to share popular resources and they wait patiently for their turn. Children are safe in the setting.

The childminder's experience as a Reception teacher provides her with a superb understanding of the knowledge and skills that she intends for children to build during their time in the setting. Children make excellent progress in their learning and development and are well prepared for the next stage of their education.

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

- The childminder monitors children's development extremely well. She pays particular attention to children's engagement in learning and their progress in becoming effective learners. Partnerships are highly effective. The childminder involves parents and her co-childminder fully in assessing children's progress and planning what they need to learn or practise next. Parents report that, 'the childminders are pivotal in their children's social, emotional and physical development'.
- The childminder skilfully weaves mathematical language and concepts throughout the curriculum. For instance, young children enjoy using plasticine to make model people to put into toy tractors. They estimate the size needed and discuss whether they need the models to be bigger or smaller.
- The childminder provides educational and exciting outings to explore different environments to extend children's learning. For instance, they visit local community farms to learn about animals and they go on train journeys to

explore the coast. The childminder displays photographs in the playroom of activities that they have taken part in during the previous month. It is highly effective in stimulating children to use their language to describe past events and to say what they have enjoyed doing.

- The childminder and her co-childminder provide a very warm and caring environment where children flourish. Toddlers and children who are new to the setting form strong attachments to the adults and they settle quickly. All children display high levels of confidence in their interaction with each other and with the childminders.
- The childminder is highly attuned to children's needs. She talks to children about how their bodies are feeling to help them to recognise when they might need to rest or, 'use up some energy' outside. Children enjoy plenty of opportunities to be physically active. For instance, they take part in yoga and practise using balance bikes in the garden.
- Children develop high levels of independence. The childminder encourages children to persevere with putting outdoor clothing on and she praises their efforts. She works closely with parents to ensure that children achieve independence in toileting and handwashing.
- The childminder's approach to self-evaluation is superb. She and her co-childminder analyse each area of their practice exceptionally well, as part of a quality assurance programme. They involve children, parents and the local authority childminding support team when identifying areas for improvement.
- The extremely well-qualified childminder has an admirable approach to her continued professional development. For instance, she liaises with speech and language professionals to identify highly effective techniques to support children's developing pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role in keeping children safe. She attends regular training, along with her co-childminder, to maintain high levels of knowledge about safeguarding issues. The childminder has a strong understanding of the signs that could indicate that a child is at risk of harm and she knows how to report any concerns. The childminder understands the roles of different agencies that can help parents who are in need of support. The childminder implements strong procedures for keeping children safe, including the frequent monitoring of sleeping babies.

Setting details

Unique reference number	2616119
Local authority	Bristol City of
Inspection number	10265372
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Bedminster Down, Bristol. She works with her partner, who is also a registered childminder. The childminding service operates from Monday to Thursday, from 8am until 6pm, all year round. The childminder is a qualified teacher. She is in receipt of early education funding for children aged three years.

Information about this inspection

Inspector

Sarah Peacock

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read parent's written testimonials and took account of their views.
- The inspector looked at relevant documentation.

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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