

Childminder report

Inspection date: 27 April 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 provides a safe and welcoming environment which the children enjoy exploring from the moment they arrive. All children show good levels of confidence and independence as they choose what they want to play with, both indoors and in the garden. Children relish the time they spend in the garden. They happily play with water, use the slide, bicycles and the role-play area. The childminder is always nearby to ensure children's safety and to support their learning.

The childminder is responsive to children's individual needs. She pays careful attention to those children who are new and settling in. Children develop a strong sense of security. They form trusting relationships with the childminder, which supports their emotional well-being. The childminder holds conversations with the children throughout the day. She listens to them carefully and gives them time to answer. Children feel valued.

The childminder has high expectations for all children in her care. She collects information from parents on children's learning and development before the child starts. The childminder uses information gathered along with her ongoing observations to plan children's learning. Children make good progress from their starting points. Children, with the childminder's support, are learning to share and take turns in a variety of situations.

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

- Partnership with parents is central to the childminder's practice. The childminder knows the children and their families well. To promote continuity of care, the childminder gives parents daily updates on children's routines. Parents praise the care provided for their children.
- The childminder is a positive role model for the children. She treats them and their parents with respect and courtesy. The childminder praises children's efforts and positive behaviour. They beam with pride for having their successes acknowledged. For example, children share their accomplishments while helping at lunchtime and comment 'I am good at pouring water'. The childminder acknowledges and joins in the children's celebration.
- The childminder provides a broad curriculum for children, which incorporates all areas of learning. However, she does not consistently provide opportunities for the children to learn about their community and the wider world, to develop their understanding of similarities and differences between themselves and others.
- The childminder supports children's communication and language skills well. She uses every opportunity to introduce children to new vocabulary, such as names

of shapes, numbers, colours or cooking utensils. The childminder models language and reinforces correct pronunciation. Children are developing effective communication skills. The childminder reads to children regularly. Children of all ages listen to stories with good concentration. The childminder and children sing and dance together. Children really enjoy dancing to a variety of music.

- The childminder supports children's individual learning and developmental needs effectively. She quickly identifies children who need additional help. She puts effective strategies in place to close any gaps in their learning.
- The childminder understands the importance of promoting healthy lifestyles. She provides the children with nutritious meals, in line with each child's individual dietary needs. The childminder teaches the children good hygiene practices. For example, children know to dispose of used tissues safely, wash their hands before eating and after going to the toilet. Children relish the opportunity to use the safe and well-resourced garden for fresh air and exercise as often as they like.
- The childminder regularly evaluates her practice to ensure that her services remain relevant to the children in her care. She knows her strengths and is keen to continuously improve the quality of her provision. The childminder attends training regularly to keep her knowledge up to date. This has a beneficial impact on children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of child protection. She has a robust safeguarding policy and knows how to implement this effectively to keep children safe. The childminder attends regular training to keep her knowledge up to date. She is confident about the procedures to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure. She undertakes regular checks to identify and remove any hazards, so that children can safely 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:

- provide further opportunities for children to learn about the wider community to increase their understanding of other people and communities beyond their own.

Setting details

Unique reference number	2619551
Local authority	South Gloucestershire
Inspection number	10281036
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	2 to 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Patchway, South Gloucestershire. The childminding service operates daily, from 7.45am to 5.30pm, throughout the year.

Information about this inspection

Inspector

Rosie Roberts

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 her evaluation of the setting.
- The childminder talked to the inspector about children's learning and development.
- The inspector observed children's activities inside and outside and evaluated the quality of education.
- The inspector and childminder completed a learning walk and discussed the curriculum provided for the children.
- The inspector spoke to parents and took account of their views.
- The inspector viewed a sample of documentation and checked the suitability of the childminder to work with 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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