

Childminder report

Inspection date: 4 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

Children thoroughly enjoy their time in the care of the supportive childminder. Laughter, good manners and kind words are often heard from the well-behaved children. The childminder is a good role model. She sets clear boundaries and expectations for all children, helping them to feel safe and secure. Children relish the opportunity to help the childminder with tasks such as preparing for snack time. They show concentration and control as they chop their own fruit using safety knives. The childminder differentiates her support well for the varying ages and stages of children in her care. For instance, she places her hand over the hands of babies to enable them to experience chopping fruit too.

Children are very settled and content with childminder. The childminder forms effective partnerships with parents to promote consistency in children's care and learning. She actively encourages children to be independent throughout the day. She is patient and calm as she takes the time to help children to learn to do tasks for themselves, such as putting on their own shoes. Children hear words of encouragement and praise from the childminder, which promotes a can-do attitude to learning. Children show immense pride in their achievements. For instance, they excitedly wiggle and stomp their feet after putting on their shoes, to celebrate their success.

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

- The childminder is committed to her continued professional development. She reflects on her provision to ensure that it meets the needs of children. She has a support network with other childminders to share ideas for good practice. She also regularly attends training to build her skills and knowledge. For instance, a course she has undertaken has helped her to gain a deeper understanding of children's emotional well-being. This has further enhanced her practice and support for children in this area.
- The childminder supports children to learn many useful skills for the future. She models and promotes children's social skills as she chats with them, including at mealtimes around the table. As a result, children learn to sit well when eating, interact with each other and develop good table manners. However, snack times are not always as well organised. Children do not consistently have the same opportunities to practise important skills as at mealtimes.
- Children's learning is well supported by the childminder's skilful interactions. As children play, she talks to them about what they are doing. She narrates, models back the words children say and asks them questions. This all helps to promote children's communication, language and thinking skills. However, occasionally, the childminder misses opportunities to deepen and further extend children's learning during play.

- Parents speak very highly of the care and education the childminder provides for their children. They comment that their children are looked after in a place that is 'loving, safe and supportive'. The childminder promotes a two-way dialogue with parents. She regularly shares information with parents about children's progress. She asks parents about children's home activities so that she can build on their learning experiences.
- Children have wonderful opportunities to learn about the world around them and their local community. The childminder takes them on trips to places, such as aquariums and farms, where children can learn about animals and nature. She also meets with other childminders and their children. This helps children to develop their social skills with others and builds their confidence.
- The childminder supports children's literacy and mathematical skills well. Children become absorbed in the stories the childminder reads. She encourages children's active participation. They giggle with delight as they roar loudly and move their bodies, pretending to be dinosaurs from the story. This helps to develop children's interest in books and enjoyment of stories. The childminder takes opportunities to encourage children to count and problem-solve. For instance, after eating, she asks children how many bananas are left. This promotes children's early counting skills in meaningful ways.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her role and responsibility in keeping children safe from harm. She attends regular safeguarding training to keep her knowledge up to date and can recognise the signs and symptoms that indicate when a child may be at risk of harm. She knows the correct reporting procedures to follow should she have concerns about the welfare of a child. The childminder is aware of other safeguarding issues that can affect children, such as the influence of extreme or radical views. She is aware of the action to take in the event of an allegation being made against her conduct.

What does the setting need to do to improve?

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

- organise snack time to ensure that children have opportunities to practise consistently good table manners and build upon their social skills to further support their personal social and emotional development.
- seize opportunities to extend children's learning by building on their explorations in play to maximise learning as much as possible.

Setting details

Unique reference number	2622206
Local authority	Bristol City of
Inspection number	10280894
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Bedminster, Bristol. The childminding service operates daily, from 8am to 6pm, throughout the year.

Information about this inspection

Inspector

Michelle Grayling

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder led the inspector on a learning walk of the setting to discuss the organisation of the curriculum and what she wants children to learn.
- A range of documentation was sampled by the inspector, including information relating to the childminder's suitability to work with children, first-aid certification and safeguarding policies and procedures.
- The inspector spoke to the childminder and children at convenient times during the inspection.
- The inspector considered the written views of parents.
- The inspector carried out a joint observation of teaching with the childminder and evaluated it together.

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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