

Childminder report

Inspection date: 5 October 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 and her assistant use consistent routines that mean children arrive happily in the morning, knowing exactly what to expect. Each child brings a comfort toy, which they talk about together and return to throughout the session. Children are happy and safe in the warm and nurturing environment.

The childminder ensures her curriculum meets children's changing needs. She knows the children well, including what she wants them to learn next and how she can support their learning. For example, the childminder ensured that children were able to role play their recent experiences in a hospital; they pretended to take temperatures and to talk to a doctor. The childminder and her assistant supported this well by modelling appropriate language. Children show high levels of engagement in the enticing activities, and they use their language confidently to share their thoughts and ideas during their play.

The childminder has high expectations of children's behaviour. The childminder and her assistant calmly and consistently support children to manage their feelings. Children talk about how they are feeling, which helps them to better manage their behaviour.

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

- The childminder has a well-structured curriculum in place that focuses on preparing children for school. She provides learning opportunities for children to become independent and confident. For example, she teaches children to do things for themselves during daily routines, such as mealtimes. Children learn to clear the table and wash their hands without help. Children confidently access the wide range of resources, books and activities and to follow their own ideas. However, sometimes, the play areas become cluttered, which limits children's exploration and active learning.
- The childminder intentionally and skilfully uses story times to prompt children's thinking and use of language. For example, when reading 'We're Going on a Bear Hunt', the childminder uses a lovely sing-song tone of voice. Children sit on cushions and have wooden spoons with pictures from the story. They enthusiastically jump up when it is their turn to join in with language from the story. The book is then brought to life with a large teddy bear and a fleece blanket, which the children hide under at the end of the story. Learning opportunities such as this develop children's listening, understanding and speaking skills very well.
- The childminder breaks down each area of the curriculum into the skills that she wants children to learn. For example, she and her assistant focus on children learning to share and take turns. During the sessions, they play many short

games, which involve children taking turns. The childminder and her assistant encourage children to share toys and resources. For example, in the mud kitchen, children learn to share as they experiment with different 'potions', pumpkins, different-size spoons and coloured foam. This encourages a respectful culture, where everyone has a turn.

- Although the childminder and her assistant support children's developing communication and language, at times, the assistant does not interact as successfully as she could to extend children's vocabulary and understanding even further. The childminder does not always ensure that the assistant provides targeted support to children during planned activities in order to, for example, develop their mathematical vocabulary, as intended.
- The childminder and her assistant work well together and use opportunities to develop their skills through local training events. This has led them to give children more opportunities to prepare and cook food from different cultures following an event at a local nursery school. Children are introduced to diversity and encouraged to value the differences within their local community.
- Parents value the warm and nurturing environment that the childminder provides for their children. They report that communication from the childminder is strong. For example, she shares photos with them daily, and she plans trips and outings that extend their children's experiences. Parents value the engaging education activities, socialisation with peers, the healthy and delicious snacks, and the childminder's flexibility.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are clear about their responsibility to keep children safe. They have a good understanding of a variety of aspects that would give cause for concern. The childminder frequently extends her knowledge of safeguarding to ensure that she has up-to-date information to protect the children in her care from harm. The childminder is secure in her understanding of the procedures to follow should she have a concern about a child. She is aware of the procedure to follow if she receives an allegation against herself, her assistant or a family member. The childminder closely supervises the children to ensure they play safely.

What does the setting need to do to improve?

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

- support assistants to provide more targeted support to children to achieve the learning intentions of planned activities
- support children to take care of their environment, to increase their exploration and active learning.

Setting details

Unique reference number	2639315
Local authority	South Gloucestershire
Inspection number	10304954
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 2
Total number of places	7
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. The childminder operates between 8am to 6pm, Monday to Thursday, all year round.

Information about this inspection

Inspector
Ruth Glover

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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