

Childminder report

Inspection date: 7 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

Children are happy, safe and secure in this nurturing and welcoming setting. Children arrive happily and are eager to explore the childminder's home. They greet the childminder and receive a warm welcome. As a result, children settle quickly into their play. Children have positive attitudes to their learning and enjoy the wide range of learning experiences each day. The childminder promotes a lot of free play and encourages children to make independent choices. Children learn to share the resources and play happily together. The childminder and co-childminder work seamlessly together to create a curriculum that meets the needs of all children.

The childminder praises children often to help them develop good self-esteem and they respond positively to the childminder's gentle, calm approach. Older children enjoy taking part in creative activities using a range of resources that encourage their imaginations. Children are learning to share, on the whole they are kind, caring and considerate towards each other and play cooperatively together. All children, including children with special educational needs and/or disabilities, make good progress in their learning. They gain the skills and understanding they need to prepare them for their next stages in learning.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. She has identified that some children need support with their communication and language.
- The childminder recognises that children benefit from social interactions and plans experiences to support this. For instance, they attend stay and play sessions within the local community to enable children to mix in larger groups and develop their social skills.
- Children are encouraged to become confident communicators. The childminder engages them in activities that encourage back and forth conversations. The childminder repeats any mispronunciation of words correctly which helps children to say the words properly. In addition, the childminder introduces new words during their play, such as, 'star fish' and 'clams' to increase children's vocabulary.
- The childminder is gentle in her manner and has expectations for children's behaviour. Occasionally, the expectations are not understood by all children. For example, although the childminder expects children to sit at the table with others for their snack, this is not explained clearly to younger children who get down and crawl under the table.
- The childminder gets to know children's likes, dislikes and routines when they first start. However, the information gathered from parents does not focus on

children's prior knowledge. This results in her not being able to plan activities that build on what children already know and can do.

- Parents are happy with the quality of care provided and comment that their children benefit from how the childminder and co-childminder are consistently calm and attentive to their children. They say children have learned a range of additional skills while in their care, including 'jumping' and new words.
- Children enjoy a healthy range of snacks and the childminder talks to them about foods and drinks that help them stay fit and well. For example, she explains to children that drinking milk will help them to grow strong bones.
- All children develop early mathematical skills as they count objects confidently and accurately during their play. The childminder takes advantage of opportunities to develop children's knowledge of shape. For example, as children take part in a creative activity she identifies and names the shapes of triangles and squares.
- Children gain a greater awareness of people and communities beyond their own experiences. For example, they attend events and groups outside of their local community where they have an opportunity to mix with children from other settings and start to develop an acceptance of others. In addition, they learn about languages and cultures that are important to each other.
- The childminder undertakes a wide range of training to keep her knowledge and skills up to date. She has a sound knowledge of child development and is confident to assess children's development and plan for their next stage of development. She is keen to develop her skills. For example, the childminder and co-childminder have enrolled in a national scheme to help them improve themselves even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm and demonstrates a sound understanding of safeguarding. She has knowledge of the signs and symptoms of abuse and how to contact relevant agencies within the local areas to make referrals or to seek advice. The childminder has completed comprehensive safeguarding training and ensures that her knowledge remains up to date. The childminder understands the procedures to follow if there is an allegation about herself or her co-childminder. She keeps all required documentation well maintained and ensures the records are accurate and shared with parents, if appropriate. The childminder consistently checks the environment to make sure it is safe for children to attend.

What does the setting need to do to improve?

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

- ensure all children, especially younger children, understand the setting's behaviour expectations and follow instructions
- increase the information gathered when children first start to gain a good understanding of what they already know and can do.

Setting details

Unique reference number	2656751
Local authority	Bristol City of
Inspection number	10276978
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 3
Total number of places	4
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Whitehall, Bristol. She operates from Monday to Friday, all year round, from 7.30am until 6pm. The childminder works with a co-childminder.

Information about this inspection

Inspector

Lin Harvey

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 provider.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, children, and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023