

Childminder report

Inspection date: 13 June 2024

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's home is very welcoming. It is clean and well laid out, and children can choose freely from a wide range of suitable resources. The childminder is an excellent role model and speaks to the children with great respect. Children respond to her with affection and behave very well. The childminder helps children learn to take turns and to be kind to one another.

The childminder has a good understanding of her curriculum. She knows the children very well and tailors her planning for each child. For example, to help children learn to jump with two feet together, the childminder uses action songs. Children choose an item from a 'song bag', then join in enthusiastically. They pretend to 'jump about like monkeys on the bed', then drop to the floor when they 'bump their heads'. Later, they 'jump like a dolphin' when watching a dance video. The childminder also guides children to try new activities, for example, to work out how to rescue toy dinosaurs trapped in 'icebergs'. She allows children time to think for themselves as they experiment with water squirters and hammers. Children concentrate, persevere and work cooperatively to melt and chip away at the ice. They are delighted when their endeavours are successful.

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

- The childminder speaks very clearly to the children. She extends their vocabulary by introducing new words, such as 'telescope'. She repeats the word in different contexts, for example, when reading a storybook, and is pleased when the children use the word spontaneously in their play.
- Children love to experiment. For example, they use large paintbrushes and jugs of water to make pictures on the paving stones. They push shells into play dough to make patterns. These activities are a good foundation for developing their creativity and coordinating their hands for later early writing skills.
- The childminder is exceptionally good at sensing how much help children need. She fully involves herself in their play when this helps sustain it, for example, to extend their imagination when they make a train from the chairs. When children challenge themselves to use the climbing wall, the childminder offers verbal encouragement and gives children a goal, such as reaching and ringing a small bell at the top. The children's sense of achievement is seen through their smiling faces and increased self-confidence.
- The childminder uses regular activities, for example, to help children learn the days of the week and describe the weather through their pretend binoculars. The childminder allows plenty of time for children to practise being independent, for example, finding their own names and moving these to the self-registration board or putting on their own coat and shoes. Children learn to listen to instructions well and have a go at doing things by themselves.

- When planning some routine activities, the childminder does not always consider that sometimes children receive conflicting messages about what is expected of them. For example, during snack time, she reads a story and asks questions. This is distracting and means that children leave the table to point to pictures and attempt to answer with food in their mouth. This gives children unclear messages about concentrating on eating safely.
- Children benefit from regular walks where they learn about road safety and notice what they see and hear. There is nearby woodland where they can learn about the natural world. They visit parks, the library, a toddler group and café. The children get to know their local community well. They also learn about other cultures and celebrations, so they absorb positive messages about people and the wider world.
- Parents are very pleased with the provision. They speak highly of the childminder as being extremely caring and achieving a balance of 'kindness and control'. They feel that they are highly informed about their children's activities and well-being during the day and about the progress their children are making in their learning and development.
- The childminder is very well organised. She identifies areas to develop to enhance children's experiences. She has plans to develop the garden to incorporate a growing area and has ambitious ideas for cooking activities.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture of safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve routines at mealtimes to make sure that children are not unnecessarily distracted when they are eating.

Setting details

Unique reference number	2667391
Local authority	South Gloucestershire
Inspection number	10347131
Type of provision	Childminder
Registers	Early Years 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	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Downend, Bristol. The childminder operates all year round, from 8am to 6pm, Monday to Friday. She is qualified at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Margaret Dobbs

Inspection activities

- This was the first routine inspection that 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 inspector observed the quality of the interactions of the childminder with the children.
- The inspector spoke with the childminder about the curriculum, planning and future developments.
- The inspector played with the children to find out what they like to do at the setting.
- The inspector looked at a range of documentation that was provided by the childminder.
- Parents shared their views about the setting through written feedback.

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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