

Childminder report

Inspection date:

27 September 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

This passionate childminder and her staff form fantastic bonds with the children and families in their care. All children enter eager to learn. They seek out their friends and quickly immerse themselves in their chosen play. The childminder builds children's confidence and high self-esteem. She provides the children with continuous meaningful praise and encouragement. This creates a positive and inclusive learning environment.

The childminder has high expectations for children's learning. She emphasises the importance of children being prepared for future learning. The childminder centres her curriculum around the prime areas of learning. She wants children to be willing to develop strong independence skills and be able to do things for themselves. The childminder is patient. She provides the children with time to give things a go and learn from their mistakes. Two-year-olds put on their shoes and put their coats on by themselves. They later remove their things and place their belongings back on their pegs. Children eagerly help with daily tasks. They tidy away the toys and clean up any spillages at mealtimes. The childminder empowers children to make their own choices. She gives the children a choice of two stories. Older children give out stones, which they place on the book they want to hear. The children compare the two to see which one has the most votes. The childminder reads the winning story to the children, which enhances their imagination and language skills.

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

- The childminder has extensive knowledge and understanding of how children learn and process knowledge. She plans her curriculum to extend and build on what children already know and can do. Children show high engagement levels during activities with depth and elements of repetition. The childminder ensures that children remember past learning. She uses various approaches to ensure learning is fun and engaging for children of all ages. Thus, children make exceptional progress from their starting points across all seven areas of learning.
- Children enjoy homemade nutritious meals and snacks. The childminder wants the children to understand how different foods impact their bodies. For example, during snack, she tells the children how clementines are a good source of vitamin C and how bananas are good energy foods. Children try food from different cultures and help bake healthy treats. This helps to create a positive association with food and encourages children to try new things.
- The childminder prioritises children becoming confident communicators. Storytelling, conversations and rich-language experiences are integral to her approach. Children learn new words and their meanings. The childminder narrates to the toddlers and babies during their play and interactions. She seamlessly uses the children's home language, English and hand signals when

talking to the children. This supports children to use dual languages and supports those with language delays. The childminder uses phonic games to enhance children's language and literacy skills. She sounds out the letters with the children. They draw the letter in the air with their fingers and link the letter sounds to words.

- Children develop strong emotional well-being and social skills. The childminder ensures children learn how to talk about their feelings and manage their behaviours effectively. She demonstrates to the children how to manage conflicts and how to ask others for what they want. The childminder reinforces the rules and boundaries of her home. Older children can be heard reminding the younger children of these rules. Children show empathy, kindness and respect for each other. The childminder encourages the children to work together as a team and to collaborate in order to achieve a task. She listens and praises the children to show their ideas and opinions matter. This creates a harmonious environment where children can fully immerse themselves in their play and learning.
- Parents describe this childminder and her staff as nurturing and knowledgeable. They notice their children thriving in their care. The childminder collaborates with parents to ensure a consistent approach to children's learning. She provides regular feedback to the parents about their child's progress and the next stages of learning. Parents state their children are always excited to attend the childminders home. They leave eager to tell their loved ones about their day. This enables the parents to build a deep sense of trust and respect for the childminder.
- Children love to be physically active. The childminder takes the children for long walks in the community. They visit parks and soft play where children can challenge their bodies physically. In the garden, children crouch down and dig in the dirt. They tip the dirt into a wheelbarrow and push it around the garden, which builds children's core muscles and overall strength. The childminder uses every opportunity to support children's physical development. For example, babies and toddlers show perseverance as they slowly peel the skin off their clementines. This develops the finger and wrist muscles needed for later writing.
- The curriculum for mathematics is embedded in the childminder's everyday practice. Children cut up bananas and count how many pieces they have. They eat some and make predictions on how many are left. The childminder suggests lining up the pieces to make them easier to count. She asks questions, such as 'If you had five pieces but ate two, how many are left? The childminder shows the children how mathematics can be fun and part of their everyday routines. This enhances children's early mathematical knowledge.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2676514
Local authority	Bristol City of
Inspection number	10354800
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the Shirehampton area of Bristol. The childminder provides care for children from 8am until 6pm, Monday to Friday, all year round. She works with an assistant five days a week. The childminder offers government funded places.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching during both indoor and outdoor play and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she self-evaluates the provision.
- The inspector looked at relevant documentation, such as evidence of suitability, paediatric first-aid and safeguarding certificates.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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