

Childminder report

Inspection date: 30 January 2025

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 gets to know children well. She gains information from parents and observes children's skills, outlining their learning needs. She links to their interests to motivate and inspire them well. She plans activities to extend children's next steps in learning, such as to develop their hand-eye coordination. She has a playful nature. She makes learning fun, and children very much enjoy her company. Babies giggle as they shake rattles and bells and bang on tambourines. They enjoy making different sounds.

Babies easily warm to the childminder. She has a caring manner and supports their needs closely, making sure they are comfortable and well cared for. They build strong bonds with her and are quickly reassured with a cuddle when needed. As babies crawl about, she gets down to their level. They eagerly share things with her, snuggling in to look at a book or show her some toy animals and enjoying her interest and attention.

The childminder takes time in her routines to support children's well-being and development. She thinks through these carefully, sensitively supporting babies, making sure they remain happy and develop their growing skills and confidence. Babies happily listen to her sing or play with the toys she offers them as she changes their nappy. They are fascinated to watch as she cuts up their fruit for snack, and they enjoy choosing the items they want to eat. When coming in from the garden, babies learn to crawl up the little step. The childminder is close by to offer encouragement and then praise them for their achievement.

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

- The childminder has close links with other local childminders and regional advisers to keep up with changes to guidance and gain good practice ideas. She undertakes mandatory and additional training to help develop her knowledge and skills. She shows dedication to providing the best she can for children in her care, outlining and implementing improvements to enhance their experience with her.
- Young children develop their confidence and social skills very well. They relish the opportunity to be with others of a similar age, fascinated as babies smile at them and giggle in excitement to see them. The childminder takes children out to local play-based groups to develop their skills further, building their confidence with larger groups of children and other adults. They also have the opportunity to experience different activities and environments.
- The childminder chats to children, giving them a running commentary and explaining what she is doing. She repeats any instructions and develops their understanding well. She recognises when young children are trying to

communicate, focusing on what they are interested in. However, occasionally, her extended replies and discussion do not help babies hear key words, which would develop their attempts at communication and their speech skills further.

- Children relish exploring the childminder's garden. She patiently supports babies, holding their hands to help them toddle about. She provides interesting activities at a height that encourages them to stand and develop their leg strength. Babies investigate sand and crunchy leaves and excitedly bang utensils on pots. They sit on little tricycles, developing their balance. Young children learn to kick and throw balls. Babies squeal as the childminder rolls some to them, and they excitedly crawl after them. Children's physical development, coordination and self-confidence are progressing very well.
- The childminder liaises with parents closely. They work together to form plans to progress children's development. Parents are very positive about the care and support that the childminder provides for their children. However, the childminder does not link with other settings children attend to gain information for future planning and provide a consistent approach for children.
- The childminder encourages children to persevere with new skills. Babies show confidence and determination to succeed and keep trying with the childminder's patient encouragement and praise. They relish exploring books, selecting these independently. The childminder gives them time to practise their skills. For example, babies carefully turn a book around to open it, then work to separate and turn the pages, pleased as they see the different pictures on each page.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around 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:

- build on young children's attempts at communication and develop their language skills more rapidly
- develop links with other settings children attend to help support consistency in the approach children receive.

Setting details

Unique reference number	2683927
Local authority	Bristol City of
Inspection number	10360132
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	5
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bristol. She operates from 8am to 6pm, Tuesday to Thursday, during school term times only. The childminder holds an appropriate qualification at level 2. The childminder provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder, and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- The inspector reviewed relevant documentation, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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