

Childminder report

Inspection date:

7 November 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 exemplary childminder provides a safe, warm and welcoming environment, and children flourish under her attentive and nurturing guidance. For example, she cuddles the youngest children when they arrive until they settle and feel confident, then introduces them to carefully chosen toys that stimulate the senses and help children explore how things work. Children giggle and vocalise their enjoyment.

The childminder has a clear idea of what she wants children to learn and how she will support them to achieve it, and, as a result, children thrive in her care. For example, she focuses on preparing older children for school. She uses activities to help them recognise their name. She helps them develop independence in their self-care, such as putting their coats on and managing their personal hygiene. The childminder delivers an exceptional curriculum through thoughtfully chosen themes, such as autumn, which captivate and engage children's curiosity. She meticulously plans her activities and environment to spark exploration, providing a rich array of natural resources like conkers, pine cones, and pumpkins, alongside well-selected books and stories that reinforce the theme. Children enthusiastically engage with these resources, confidently using mathematical language such as 'large' and 'small', and make meaningful connections to their own experiences, such as walks in the park. This immersive approach fosters deep learning, resulting in children making outstanding progress in all areas of development.

The childminder expertly involves parents in their child's learning journey. For example, after reading 'The Three Little Pigs', the childminder guided the children in creating papier mâché pigs, which she displayed outside for the village scarecrow trail. Children visited the trail and shared their learning with their families. This thoughtful approach strengthens the children's grasp of the story and fosters a strong home-learning link, enriching their learning experience.

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

- Children's communication and language skills are exceptionally well promoted. The childminder and her assistants model language thoughtfully, adapting their approach to suit each child's stage of development. For instance, when supporting role play in the play kitchen, they use simple language like 'mix mix' to engage younger children, while introducing more complex vocabulary when discussing trucks in puzzles with older children. The childminder provides ongoing support and guidance to her assistants, ensuring a consistent, tailored approach that meets the individual learning needs of each child.
- Children make excellent progress from their starting points and develop strong, positive learning behaviours. This growth comes from carefully planned learning activities matched to each child's needs. The childminder blends mathematics

naturally into daily routines. Counting happens often, and print in the environment is pointed out and discussed. Each child's learning builds on what they already know, such as exploring numbers in messy play or using loose parts to practise counting.

- The childminder, with the support of her team, successfully nurtures a love of books and an enthusiasm for stories in children. Children choose books to share regularly and they enjoy the engaging way adults read to them. There are many books available linked to their current theme and the childminder rotates selections weekly to give children even more choice. Sometimes, adults use big books so that all children can access the experience, and sometimes children bring in their own books to share and read.
- The childminder and her team plan regular educational trips and outings to broaden children's horizons. For example, knowing that some very young children have limited opportunities to interact with older generations, she arranges visits to a local care home, where children can sing, play parachute games and engage with the residents. These visits provide children with a rich experience of connecting with people from different generations, fostering an understanding of community and diversity.
- Children's personal development is exceptionally well promoted. During snack time, the childminder engages children in discussions about the different fruits available, encouraging them to make their own choices about what to eat. She provides clear, age-appropriate guidance on using a knife to cut a banana, reinforcing safe practices. With a finely tuned balance of support, she enables each child to build confidence and independence.
- The childminder and her team set clear boundaries to help children understand expectations and maintain good behaviour. For instance, the childminder rings a bell to signal tidy-up time and plays a tidy-up song. All children, even the youngest, put toys away and sort them into the correct boxes.
- Partnerships with parents are superb. Parents report that their children are not only extremely happy but also feel safe and secure in the setting, often expressing excitement each morning to attend. Communication with parents is frequent and purposeful, keeping them well-informed about their child's current learning goals and ways they can support progress at home.
- The childminder meticulously evaluates her provision, continually refining her curriculum with a thoughtful approach to children's development and learning. She actively seeks further guidance to ensure comprehensive coverage and to inspire new ideas. Additionally, she provides her assistants with regular opportunities to discuss children's progress and focus on their professional development, fostering a consistent and high-quality experience for all.

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	2689781
Local authority	South Gloucestershire
Inspection number	10363722
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	8
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bristol. She offers care from 8.30am to 5pm, Monday to Thursday, for most of the year. The childminder offers government funded places for childcare and employs an assistant. The childminder has a qualification in early education at level 3.

Information about this inspection

Inspector

Ruth Glover

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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