

Childminder report

Inspection date: 21 November 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 has a caring manner, and children form strong, beneficial bonds with her. Babies settle into her home very well. Children respectfully listen to the childminder, appreciating what she has to say. They confidently ask her for things that they want or need. The childminder patiently teaches children to appreciate the needs of others. She offers older children lots of clear explanations and encourages them to speak to each other and discuss their needs. Children learn to share resources and begin to enjoy being with the other children.

The childminder offers stimulating activities and resources as part of her planned curriculum. She links these closely to children's learning needs and interests to motivate them to develop their skills as they play and explore. She gives children lots of opportunities to develop their physical skills. Children build their hand strength and coordination, helping them gain the skills they will need in the future for early writing. Older children use different tools as they explore play dough, squeezing the dough and forming it into shapes. Children manoeuvre and connect puzzle pieces, effectively matching them to form the picture. They use tools such as small hammers to tap in small pins and shapes, showing good dexterity. The childminder encourages babies to explore and they move around confidently, relishing the many interesting items and toys down at their level. They negotiate different spaces and doorways, walking, balancing and controlling their movements very well. They learn to feed themselves, pick up items and pull their hands together effectively. They enjoy hearing the metal pots bang together and are pleased with their success.

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

- The childminder has links with other local childminders and regional advisors to help her keep up with changes to guidance and gain good practice ideas. She thinks about what she provides, making changes to benefit the children in her care. For example, she has provided more low-level furniture for children to access resources easily and for useful surfaces to support their play. She undertakes training to develop her skills further and beneficially implements this in her practice, such as developing children's creativity further.
- Partnerships with parents are good. Parents say that they are so pleased they found the childminder, that she has exceeded their expectations and that she very patiently supports their children. The childminder keeps parents informed about children's time with her, and they work together to help any gaps in children's learning to close. However, the childminder does not liaise with all the other settings children attend to gain information for future planning and help provide a consistent approach for children.
- The childminder takes time to read stories to the children, skilfully encouraging

their involvement. Older children share their knowledge as they name items, confidently finishing off phrases and even narrating some parts themselves. She gives older children time to think and respond to her discussions, developing their conversation skills. However, she often offers babies extended discussion rather than clear key words to help their understanding and encourage their speech as much as possible.

- Children develop their independence and sense of responsibility well. Older children help tidy up the activities and toys, conscientiously working to put all the items away. Babies happily collect their little boots and take them to the childminder, eager to go outside. The childminder encourages older children to persevere with challenges, such as getting their fleece on themselves. Children keep on trying and are proud when they achieve their goal.
- Children are inspired to explore the resources and activities, and they do so confidently. They select items independently and test out their ideas. Older children express themselves creatively as they explore play dough. The childminder role-models further ideas and children eagerly copy these, adding decorations to their pretend cupcakes. However, the childminder does not successfully adapt the activity to inspire and encourage the younger children's full involvement and they become a little disinterested and look around for other things to do.
- The childminder takes children out into the local and wider community, building their confidence in new situations. They visit local libraries for 'rhyme time' sessions and to develop children's interest in books. She takes them to play groups weekly for children to develop their confidence and social skills. They also attend regular forest school sessions, helping to foster a love of nature in the children and developing their understanding of the world. She teaches children about road safety and recognising risks when on outings, such as safe practices around dogs when at the nature area.

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 links with all the other settings children attend, sharing information for future planning and increasing the consistency in the support children receive
- adapt teaching and the support provided for the younger children, to extend their skills as much as possible.

Setting details

Unique reference number	2689852
Local authority	Bristol City of
Inspection number	10367656
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	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the St George area of Bristol. She operates from 8am to 5pm, Monday to Thursday, all year round. 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.
- Relevant documentation was reviewed by the inspector, 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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