

Childminder report

Inspection date: 4 March 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 dedicated childminder provides a well-sequenced and ambitious curriculum, tailored to the needs of the children. They begin to build strong foundations in their learning, in preparation for school. For example, children explore coloured cups, the childminder points to the colour and repeats the colour names in their home language and English. This helps to check children's understanding and supports children to make connections in their learning. Children develop their independence, as they begin to manage self-care tasks. They excitedly shout 'shoes, shoes' as they get ready to go outside. The childminder uses visual flashcards to support children's understanding of what is happening next, creating smooth transitions. Outside, children relish the sunshine, developing their strength and stability. They demonstrate their enjoyment as they run and ride bikes. The childminder teaches children how to climb up safely onto the slide. She explains clearly to put one foot in front of the other, counting the steps as they go. Children develop confidence, perseverance and demonstrate positive attitudes to learning.

The childminder deeply values children's opinions, views and choices. She provides consistent routines and expectations, helping children to begin to understand what is expected of them. The childminder advocates a positive culture of respect. For example, she asks children to help her to tidy, children copy and ask other children to join them. The childminder provides a nurturing and loving home-from-home environment, in which children feel safe and secure.

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

- The childminder has strong knowledge of children's individual needs and abilities. She uses effective observation and assessment to create children's next steps in learning. This means she is able to quickly identify any emerging gaps in learning. The childminder works with other professionals to provide consistent approaches to children's learning. Children receive the support they need.
- Children's well-being is at the heart of everything the childminder does. She helps children to understand and recognise their emotions in an age-appropriate way. For example, she sings the 'Five Little Ducks' and talks about how the Mummy duck is feeling when she loses her ducklings. Children say 'Mummy duck sad'. She reassures and comforts children, as they cuddle into her she gently rubs their backs. The childminder's clear enjoyment of being in children's company underpins her warm engagements with them. This excellently supports their emotional well-being.
- The childminder places focus on children's literacy skills, in preparation for school. Children independently access their favourite books and enjoy looking through the pages. The childminder uses skilled interactions as children play, repeating initial sounds of words. For example, the childminder says, 'a for

apple, b for ball' and children independently say, 'c for cat'. Children develop good early literacy skills, particularly for their age. However, in her enthusiasm, at times, she asks too many questions in quick succession. Occasionally, this results in children not having enough time to process, think and elaborate on their responses, helping to further develop their language skills.

- The childminder introduces children to their local community. Children enjoy trips to the park, walks and weekly visits to local groups. This helps children to develop their social interactions and confidence. The childminder has completed training on inclusive practice, helping her to teach children about cultures and communities beyond their own. This broadens children's understanding of diversity and the world around them.
- The childminder attends mandatory training and understands the importance of updating her knowledge. She meets regularly with other childminders to share ideas and good practice. The childminder uses self-reflection well to enhance her provision. For example, she regularly reviews the environment to ensure it is challenging, stimulating and appropriate for children's individual stage of development. This ensures children are continually motivated in their learning.
- Partnerships with parents are strong. The childminder provides parents with regular updates to share key information. In addition, parents comment on how the childminder shares helpful tips with them, surrounding potty training and healthy eating. This helps parents to extend children's learning at home and maintains continuity in their child's learning.

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:

- provide plenty of time for children to think and respond, helping to further develop their communication and language skills.

Setting details

Unique reference number	2702683
Local authority	Bristol City of
Inspection number	10259993
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in the St Werburghs area of Bristol. The childminder provides care for children from 8am until 3pm, Monday, Tuesday, Wednesday and Friday, all year round. The childminder has a relevant early years qualification at level 2. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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