

Childminder report

Inspection date: 2 May 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

Children are happy and demonstrate that they feel safe and secure in the care of the caring childminder. The childminder creates a home-from-home environment where children confidently make independent choices about their play. She plans a curriculum that reflects each child's interests, builds on their knowledge and skills and helps them to be ready for the next stage of their learning.

Children are motivated to learn and make good progress towards their developmental goals. Babies eagerly explore their surroundings, displaying high levels of curiosity and engagement. The childminder actively supports their physical development. She holds out her hands to help babies balance as they stand and take their first steps. Children are responsible and have a good understanding of daily routines. They independently collect their shoes in preparation for outdoor play in the childminder's garden.

Older children demonstrate a good understanding of how to care for their environment. They know that they must water the plants to help them grow. The childminder supports children to develop their social skills in preparation for school. She reminds them to share and take turns and engages them in conversations that help them consider the feelings of others when minor conflicts arise. Children behave well and take turns with their younger peers to use the slide. They show good balance and coordination as they climb the steps and slide down one at a time, ensuring they do not bump into one another.

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

- The childminder builds strong partnerships with parents. She gathers detailed information during the settling-in period and involves parents in ongoing assessment to ensure a consistent approach to children's learning. The childminder communicates effectively through daily conversations at drop-off and pick-up times. She provides parents with digital updates, such as messages and photos, to keep them updated on their child's experiences at the setting. Parents express high levels of satisfaction with the childminder's care and communication. They particularly value the consistent updates on their children's progress and the helpful strategies provided to support children's learning at home.
- The childminder knows what she wants children to learn from the play activities she provides, for example to be able to name animals and to use associative sounds as they play with ice and tools. However, the childminder's interactions do not always fully support children to achieve their learning outcome to help them to make even better progress.
- Hygiene and care practice are generally good. The childminder promotes

consistent daily routines, such as regular handwashing and mealtimes, to support children's independence and sense of security. However, the childminder has not considered the possibility of cross-contamination because she provides children with only one towel, which they share to dry their hands.

- The childminder takes children on regular outings into the community to support their understanding of the world around them. These include visits to various supermarkets, coffee shops, libraries and parks, where children encounter a diverse range of people and experiences. The childminder takes children to donate toys to charity shops and encourages them to make joint decisions about new purchases. These activities support children to learn important values, such as respect, kindness and democracy, helping them grow into thoughtful, socially aware individuals.
- The childminder successfully prepares children for school. She places a strong focus on supporting children to be independent. The childminder liaises with staff from children's future schools and prepares transition records to ensure teachers have the information they need to support children's individual needs from the start. By working closely with parents to address developmental concerns early and making referrals to support services when needed, the childminder ensures that children are confident and ready for the transition to school when the time comes.
- The childminder ensures her staff are suitable for their roles. She follows safer recruitment procedures and provides a thorough induction for her staff. The childminder prioritises their ongoing professional development, actively supports their well-being and fosters a positive, collaborative working relationship. Through continuous training and reflective practice, she enhances both her own and her staff's skills, impacting positively on the care and education they provide for children.

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:

- enhance interactions during adult-led activities so they align with the intended learning intentions and fully support children to make even better progress
- strengthen hygiene practices to further support children's good health.

Setting details

Unique reference number	2704312
Local authority	Bristol City of
Inspection number	10380579
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	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Kingswood area of Bristol. She offers care on Monday and Friday from 8am to 5pm, and Tuesday and Thursday from 8am to 5.30pm. The childminder usually works with an assistant. She accepts government funding for the provision of early education for children aged nine months to four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- 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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