

Childminder report

Inspection date: 7 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

Babies and children eagerly arrive, showing great confidence in the childminder's provision. They are greeted warmly and start to explore and play straight away. They have strong, very beneficial relationships with the adults that care for them. The childminder thoughtfully adapts her routines, quickly recognising when babies are hungry and tired and promptly providing for their needs. She fosters children's physical and emotional well-being to ensure children are happy and well cared for in her home.

The childminder knows children very well. She outlines the skills children need to learn next and plans activities and support to help them achieve these. The childminder ensures that activities are well resourced. She offers lots of sensory exploration to inspire babies and children to test out their ideas and develop their skills. They explore interesting items in the childminder's garden and mix these with water and chalks, marvelling at the effects they generate. Children eagerly paint, draw and colour pictures, concentrating carefully to create their desired results, developing their hand-eye coordination very well. Babies toddle over independently to the low-level activity, exploring the paint with their fingers, intrigued with the feel of it. Children talk about their designs and their aims, saying their picture is for their baby brother. Children show lots of confidence asking for specific colours and naming these well. Children copy the techniques adults model for them, using sponges and stamps to make patterns. Children show positive attitudes to learning and developing their skills.

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

- The childminder liaises closely with parents and other professionals working with children to ensure that there is a consistent approach to the support children receive. She shares lots of information with parents. They appreciate her support and the good progress their children are making at the childminder's provision.
- The childminder undertakes training to continue to develop her skills and practice, using these to evaluate how both her and her assistant work and enhance her provision. She supervises and supports the practice of her assistant. She ensures they communicate effectively about all aspects and work together as an effective team to meet children's needs.
- The childminder ensures that children follow safe practices and gives them clear reminders on boundaries in place for their and other's safety. She supports children to share toys and take turns. However, she is not always successful in helping children to manage their feelings and frustrations and to learn to interact with others, developing their social skills and emotional development fully.
- Babies freely and confidently explore. They build their strength and develop their coordination very well as they toddle around the childminder's garden. The

childminder stays close by them, offering them lots of praise and a steady hand if needed as they negotiate the areas, climb and balance, while still allowing them to explore in their own way.

- The childminder supports children's communication and language. She encourages older children's conversation and listens to them, interested in what they have to say. She responds sensitively to babies as they babble and encourages their attempts at communication. However, she does not plan and implement her group activities carefully enough to ensure she engages the children successfully. Some children become distracted, and they distract others, and their listening and attention skills do not develop as much as possible.
- The childminder takes children out into the local and wider community. She offers them useful opportunities to build their confidence in new situations and broaden their knowledge with interesting experiences. They visit museums in the city and community farms. The childminder extends children's physical skills with trips to parks and indoor soft-play centres. They also attend play-based groups, where children mix with other children and develop their social skills.
- The childminder focuses closely on teaching children about the natural world. She cares for plants with the children, and they harvest fruit such as strawberries and raspberries. She takes children out into the local woodlands to learn about and explore nature. She provides interesting creative activities that inspire children's curiosity, such as pretend potion making with real flowers and herbs.

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:

- improve the support for children to learn to manage their feelings and frustrations and develop their social skills and emotional development fully
- plan and implement arrangements for story time and group activities more carefully, to develop children's listening, attention and engagement further.

Setting details

Unique reference number	2711476
Local authority	Bristol City of
Inspection number	10388248
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the Highridge area of Bristol. She operates from 8am to 6pm, Wednesday to Friday, all year round. The childminder holds an appropriate qualification at level 5. During school term times, she regularly works with an assistant, who has an early years 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, the childminder and her assistant 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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