

Childminder report

Inspection date: 12 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 show they are extremely happy and settled in the childminder's care. They readily explore the toys and settle to activities, showing good concentration at a young age. The childminder teaches children about the natural world around them. Children are keen to hunt for insects and bugs and use magnifiers to talk about what they see. When they find a ladybird, the childminder encourages them to count the spots and legs, introducing early mathematics. Children talk about the 'ladybirds' and 'beetles' that they find, and the childminder teaches them about other bugs, such as 'aphids'. Children are fully engaged in the activities and the childminder and her assistants interact well with them to engage them and promote their learning. Children develop a positive attitude towards their learning at a young age.

The childminder offers the children a broad and balanced curriculum that meets their individual needs. She helps the children learn about the natural world and gain the knowledge and skills they need for their next stage in learning. The childminder knows the children extremely well. She monitors their development very closely and quickly identifies any gaps in learning. She swiftly seeks advice and support from outside agencies and puts in place plans to help children catch up. Gaps in children's development are closing quickly, and as a result, they make good progress.

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

- The childminder is very reflective of her and her assistants' practice. She has clear priorities for improvement and researches new ideas to implement into her practice. For example, she has joined an online community for a specific educational pedagogy, and she intends to introduce old cameras and film cases to spark the children's imaginations. She has reviewed the space she uses to ensure the babies and older children have suitable areas for their varying stages of development.
- Children's behaviour is very good. The childminder and her assistants role model good manners to the children and support them in learning how to share and take turns. They ask the children how they can ask their friends to share the coloured dough, for example, and praise them for their acts of kindness. Children talk about emotions during story time, using language, including 'happy', 'sad' and 'confused', to describe faces.
- The childminder offers the children regular opportunities to develop confidence in their physical skills. Young children climb to the top of the snail independently and show pride in their achievements as they proudly state, 'Look, I am at the top!' Children ride around on their tricycles and run around the park, negotiating space well.

- The childminder and her assistants place a focus on children's language development. They repeat words and sentences back to children correctly and provide a narrative for what they are doing. When children have less language, they add additional words to what they say to broaden their vocabulary. For example, when children point out a pea in a story, they say, 'It is a small pea,' and then, 'It is a small green pea.'
- Children develop a love of stories and sit and concentrate well. They join in with repeated refrains and point to the pictures and talk about what they see. The childminder gives children plenty of opportunities to strengthen their hand muscles in readiness for early writing. Children manipulate dough using their hands and a range of tools to make the vegetables that were in the story. They draw on the ground using chalks, making lines and circles to represent the bugs they have found. However, the childminder does not model the correct letter sounds of the children's names. This does not support them for when they begin to learn phonics at school.
- The childminder helps the children to develop good levels of self-care. Children pour their drinks of water and use open cups. Children are supported to use the potty and to clean their hands and faces. They take off their coats and shoes and put them away when they return from the park.
- Parents report that they receive detailed feedback about their children's development and that they have seen their children grow in confidence, particularly with their physical and language skills. Parents state that the childminder shares information with them on how to support specific areas of their children's development at home, including where there are any emerging gaps. They appreciate the wide range of activities and outings their children take part in.

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:

- develop knowledge and skills in modelling letter sounds correctly to further enhance children's literacy development.

Setting details

Unique reference number	2712251
Local authority	Bristol City of
Inspection number	10404531
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	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in the City of Bristol and offers provision for children between the hours of 8.30am and 5.30pm, all year round, except bank holidays. The childminder works with two assistants. She accepts government funding.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector viewed the provision and observed the safety and suitability of the premises.
- The childminder showed the inspector some documentation, including training certificates.
- The inspector interacted with the children during the inspection.
- The childminder spoke to the inspector at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector observed an activity that the childminder and her assistants carried out with the children and discussed this with the childminder.
- The childminder talked to the inspector about her curriculum and intentions for children's learning.
- The inspector observed the childminder and children during a visit to the local park.

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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