

Childminder report

Inspection date: 31 October 2023

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 provides a safe and welcoming environment. She supports children of all ages to lead their own learning and make independent choices about their play. The childminder and her assistant thoughtfully organise resources to reflect children's interests and stage of development. Young children display impressive levels of concentration as they build and push trains along a track. Children behave well. They understand the childminder's expectations for their behaviour and seek to resolve minor conflicts independently. The childminder praises children's efforts, which supports their emotional well-being and sense of self.

The childminder provides an inviting curriculum, which is thoughtfully planned with children's interests and individual learning goals in mind. Children of all ages enjoy looking at books and listening to stories read aloud by the childminder and her assistant. The childminder encourages children to express their creativity and develop their imagination as they continue a storytelling experience through role play. Children dress up as witches and wizards and pretend to fly on broomsticks into the garden to create a 'magic potion'. They use their senses to explore the scent and texture of ingredients. Children display good hand-eye coordination. They carefully scoop, pour and mix the ingredients of their potion together. Children make links to the story they read together earlier and confidently tell visitors that they 'have a cauldron like Meg'.

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

- The childminder has good settling-in procedures in place. She works with parents to gather a range of information about children's interests, as well as what they already know and can do. This helps the childminder to support children to settle promptly and plan for their learning from the outset. The childminder uses her knowledge of child development to assess children's progress and highlight areas for further support or extension.
- The childminder supports children's understanding of the world around them through cultural celebrations and outings in the local community effectively. Children are keen to participate in discussions about their experiences of Halloween. They excitedly share that they carved a pumpkin at home. The childminder shows older children photos of similar cultural celebrations from Mexico. She introduces new vocabulary such as the word 'ancestors' into their discussions. Children develop their understanding of this word and learn that it means 'people from their family who have come before them'.
- The childminder promotes children's early communication and language skills. She immediately responds to babies interests in books and invites them to sit on her lap to read a story together. Babies excitedly lift and close the flaps and say 'bye bye' to the animal beneath. The childminder repeats what they say and

introduces meaningful words such as 'giraffe' to extend their speaking skills.

- Children are becoming competent at independently managing their self-care. They learn the importance of washing their hands before mealtimes. The childminder offers them reminders and explains that they need to wash away any germs otherwise they may become unwell. Children learn good table manners. They are polite and thank the childminder for preparing snack just the way they like it. Children are aware of differences in dietary requirements. For example, older children tell visitors that vegans do not eat dairy or meat.
- The childminder and her assistant work well together. They share high aspirations for the provision and have plans in place to further develop their practice, for example, to form partnerships with local inspirational settings to help further their knowledge. Although the childminder identifies the benefits of working in partnership with some settings, she is yet to develop partnerships with other settings children attend to share information and promote a fully consistent approach to children's care and learning.
- The childminder has good relationships with parents. Parents receive daily feedback on their children's time at the setting through conversations at drop off and collection times and digital messages that the childminder sends throughout the day. Although partnerships with parents are established, the childminder is yet to seek their views on the quality of her provision to help her identify areas for further development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant complete robust risk assessments on all areas of the premises to ensure that any hazards are minimised and the environment is suitable for the age range of children who attend. They support children to manage their personal safety on outings. For example, the childminder teaches children about road safety and explains the best ways of how to keep safe when meeting members of the public, such as dog walkers and cyclists. The childminder knows the signs and symptoms that may indicate concerns for a child's welfare. She has a good knowledge of who and where to seek advice and knows how to report any safeguarding concerns to the appropriate authorities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop partnerships with other settings children attend to share information and promote consistency in their care and learning
- strengthen partnerships with parents further to seek their views on the quality of the provision and identify areas for further development.

Setting details

Unique reference number	2714721
Local authority	Bristol City of
Inspection number	10313586
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in the St George area of Bristol. She operates during term time, from 8.30am to 5pm, Monday to Tuesday. The childminder holds qualified teacher status and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the 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 parents by telephone and considered their views.
- 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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