

Childminder report

Inspection date: 14 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 happily enter the childminder's house, clearly pleased to be there. After saying goodbye to parents, they quickly become engaged in play, alongside their friends. They enter directly into the garden, and most children choose to stay there at first, although those who prefer to go inside can do so. The childminder caters well to all children's preferences. She knows the children well and uses this knowledge to support their learning. For example, she knows that young children have very strong colour preferences and uses this to excite them to engage in activities by helping them find their favourite colour sponge to join in with making marks. Encouraging them to gain skills needed for later writing. The children enjoy learning through play and are developing well.

The childminder is very kind and gentle. She gets down to the children's level and speaks to them in a calm manner. This is reflected in the children's behaviour, who behave well. When children do need reminding about their behaviour, it is done in a way that helps them to learn and understand. For example, when children try to talk when they have just put food in their mouths, the childminder reminds them to wait until they have swallowed, as they may choke on their food.

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

- The childminder and her assistants evaluate the setting to ensure it meets the needs of the children in their care. They are involved in a self-evaluation programme to support them with this. The childminder engages in some professional development and has discussions with peers to help her to keep up to date with current early years practice.
- Parents are happy with the care and attention their children receive. They comment that their children are always excited to attend the childminder's house. They like that there is good communication and they can work with the childminder on major milestones in their children's lives, such as toilet training.
- Children have many opportunities to develop the skills they need for walking and later writing. For example, children climb and go on ride-ons in the garden and regularly go to the park. The childminder skilfully teaches children how to turn on the tap on the small water container. They independently fill their containers and carefully pour water, and wet their sponges to wash the walls and slide.
- The childminder plays alongside the children, praising their efforts and encouraging them to keep trying when they struggle. She helps children to find another sponge when they both want the same one and encourages them to help pack up before moving on to the next activity. However, at times, she misses opportunities to extend learning even further in an age appropriate way. Such as when playing with pine cones, she asks young children where pine cones come from, which is above their understanding.

- Children have many opportunities to develop their speech and language skills. For example, the childminder regularly sings when it is time to pack up or wash hands, and some children join in. When reading familiar stories, the childminder pauses before saying the last words in the sentence, and the children finish it for her, smiling with pride when they say the correct words. The childminder uses simple mathematical words with the children such as empty and full.
- At snack and mealtimes, children have some opportunities to develop their independence and make their own decisions. For example, staff support them to pour their own water from small jugs, choose where they would like to sit and what colour plate they would like. However, at times, children can be sitting for quite a long time, which can lead to some becoming restless and disruptive towards each other.
- The childminder supports all children well. She links well with parents and takes into account specialist advice to ensure all children are making the best progress possible. The childminder supports children's smooth transitions to school and pre-school by linking with local settings. She shares information on children, where they attend two settings.

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:

- further extend learning opportunities for children in an age appropriate way, to help them to make the best possible progress
- support children to remain interested and engaged by strengthening the organisation of the day, so that young children are not sitting for long periods.

Setting details

Unique reference number	2715303
Local authority	Bristol City of
Inspection number	10388609
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She is located in Knowle, Bristol. She operates Monday to Thursday from 8.15am to 5.45pm, all year round. She has a relevant childcare qualification at level 3. She works with co-childminders and assistants.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder, her assistants and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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