

# Childminder report

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Inspection date: 13 May 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder focuses her curriculum closely on children's learning needs and interests. She knows children very well, observing and assessing their development closely. She plans targeted activities and experiences to help progress their skills. Children build their dexterity and coordination using scissors to carefully cut paper, showing very good abilities for their age. They enjoy making marks with pens and older children form shapes effectively and represent things as they draw. Children build towers with blocks, selecting specific sizes and shapes to create the desired effect. They persevere very well, even after their tower breaks, showing confidence and resilience when they encounter this set back. They show positive attitudes to developing their skills.

Children have good relationships with the childminder. She has a fun manner and they really enjoy her company. She is caring and attentive. She supports children's care needs thoughtfully. She makes sure children get the rest they need, eat well and are comfortable and happy in her care. The childminder sets out her home thoughtfully with lots to stimulate and inspire children across the rooms on the ground floor. Children confidently explore, moving around selecting resources independently and following their interests well. They share toys and take turns, with the childminder's clear explanations and assistance. She also takes them out to local play-based groups to develop their social skills and confidence with others.

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

- The childminder links closely with parents and staff at other settings children attend to support a consistent approach for children. She outlines gaps in children's learning and works with them to get children any additional support and help that they may need. Parents are very positive about the childminder, saying that children's skills are progressing so well.
- Children develop their communication well. The childminder takes time to discuss things with children, offering them clear explanations and useful analogies to help older children understand new terms. She repeats phrases and words to sensitively model and correct children's speech and the breadth of their vocabulary. She is very patient and gives children time to put their thoughts into words, building their confidence and language effectively.
- The childminder offers children useful trips out into the local community. She leads forest school style learning in local woodlands with the children, inspiring their interest in and their understanding of the natural world. She takes them to the local shops, teaching them about using money to buy items. She beneficially offers children different opportunities, complementing the experiences they get at home.
- Children enjoy looking at books. The childminder reads to them with great

intonation, discussing things children are interested in to help develop their ideas and knowledge further. The childminder takes children to the local library to inspire their interest in books further. She also uses stories, as well as other visual material such as pictures cards, to help children learn about and express their emotions. She teaches children the value of using pictures and books as sources of information, and she fosters their early literacy development very effectively.

- The childminder is skilled in teaching children different concepts. Children enjoy cutting paper into 'number buttons', counting these and recognising the corresponding number stickers, showing considerable skills for their age. However, at times, the childminder does not think through arrangements for her group times to limit distractions and help children remain engaged with the activity.
- Children learn to do things for themselves. They help tidy up, listening well to the childminder's instructions. They learn to pour their own water and drink from an open cup. The childminder sensitively supports children to learn to use the potty and toilet and is very patient with them, developing their self-help skills effectively.
- Children enjoy playing with balls, practising their throwing skills and exploring the different types with fascination, pressing these and discussing how they feel. The childminder skilfully inspires children to take on physical challenges, such as using the rocking horse. She stays close by them, giving them tips for their success. They grin proudly as they hold on to the reins and say, 'Look how high I am.'
- The childminder is well qualified and knows the value of continuing to develop her knowledge, undertaking useful additional training and enhancing her provision with new ideas. She evaluates her practice and usefully links with professionals to continue to develop further.

## 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 the arrangements for group activities to help children engage more consistently and develop their attention skills to higher levels.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2715988                                                                           |
| <b>Local authority</b>                             | Bristol City of                                                                   |
| <b>Inspection number</b>                           | 10388354                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 3                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Totterdown, Bristol. She operates 8am to 6pm, Tuesday to Friday, during school term times only. The childminder holds qualified teacher status. 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 and the childminder 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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