

Childminder report

Inspection date: 3 July 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

The childminder uses the cultural calendar, natural cycles, practical life skills and local events to create a rich and varied curriculum. For example, during a topic on growth and nature, children visited the local botanical gardens to deepen their understanding through direct experience. Children explore topics like life cycles in depth, such as how caterpillars become butterflies and tadpoles become frogs, enabling them to revisit and embed knowledge over time. Planning remains flexible, allowing children to revisit themes as their interest grows. This responsive approach helps to shape future planning, ensuring continuity and deeper understanding.

Children thrive in the childminder's thoughtfully organised garden, where they confidently explore a wide range of open-ended resources. They actively engage with materials such as tubes, planks and a water wall, which extend their thinking and promote physical development across all ages. In the water-play area, children demonstrate creativity and curiosity as they use cups and bowls to collect and pour water, developing fine motor skills and deepening their understanding of scientific concepts through purposeful play. The introduction of coloured water, funnels, pipettes, bottles and natural materials like flowers supports collaborative potion making. Children express joy and pride in their achievements, reflecting a strong sense of ownership and self-esteem.

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

- The childminder promotes a love of books from an early age by engaging children in diverse, interactive stories. For example, children follow a coloured spot through the pages of a book, developing fine motor skills and hand-eye coordination. The childminder extends this by encouraging children to match numbers with quantities, supporting early numeracy. The shared task captures children's attention, encourages collaboration and builds curiosity, culminating in a moment of shared celebration as they clap together and the spot reappears.
- The childminder sequences the communication and language curriculum with precision and purpose. Children recall and apply their learning confidently. For instance, when a child selects a magnifying glass, the childminder prompts reflection, and the child responds with accurate understanding, saying, 'It's for finding things and things get bigger.' The childminder assesses children using a robust speech and language screening tool, gaining a clear view of each child's developmental stage. She promptly identifies emerging speech, language and communication needs and provides targeted support.
- Children thrive in a warm, supportive environment and show positive attitudes to learning. The childminder builds secure relationships and supports children's confidence. However, she can sometimes redirect play too quickly and

occasionally steer children away from their own ideas. For example, when children begin to experiment with butterfly wings through imaginative movement, she shifts focus to a planned craft activity, interrupting their play and reducing opportunities for independent problem-solving.

- The childminder builds strong and effective partnerships with parents through clear and consistent communication. Each week, she shares the theme, focus book and song, enabling families to reinforce key concepts at home. This supports children's language development, memory and understanding. She regularly recommends nature walks to extend learning into the home environment. This approach ensures that learning remains purposeful and closely connected between home and setting.
- The childminder uses focused observations and ongoing assessments to track progress and quickly identify learning gaps. She plans next steps based on development checkpoints, including the two-year check, ensuring clear oversight and reflective practice. Her strong knowledge of early development supports timely action, enabling all children to make secure progress in their development. The childminder actively seeks training to improve her practice and reflects deeply to enhance the quality of her provision.
- Children behave well and respond positively to the childminder's clear and consistent expectations. She reinforces kindness and empathy through specific praise, such as by saying, 'I really like how you asked her.' Children confidently express their feelings and recognise the emotions of others. For example, a child observes that a character in a story looks lonely and explores how this might feel, supporting empathy and emotional literacy effectively.
- The childminder supports children to develop essential life skills, including dressing, preparing simple snacks and managing personal hygiene. Children develop a strong understanding of how to keep their bodies healthy. The childminder builds on this knowledge through regular cooking activities that promote healthy choices. Weekly recipes, such as making frozen yoghurt, support children's confidence, deepen their understanding of nutrition and link to hands-on life skills.

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:

- allow more time for child-initiated play to better observe children's cues and support their independence, exploration and problem-solving even further.

Setting details

Unique reference number	2721316
Local authority	Bristol City of
Inspection number	10394596
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	2
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in March 2023 and lives in Bristol. She operates all year round, from Monday to Thursday, 8am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification. The childminder provides government-funded places.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector and the childminder carried out a joint observation of children at play and discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025