

Childminder report

Inspection date: 10 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

Children thrive in the care of this warm, responsive childminder. They happily separate from their parents on arrival, eager to see friends and start their day. Children form strong bonds with the childminder, with younger children coming to her for reassuring cuddles before going off and exploring the room. The children behave well, are polite and follow instructions. The childminder teaches them to be kind to each other and is supportive if small incidents arise. For example, when younger children become frustrated, the childminder reminds them they have to be gentle with the other children, and she supports them to calm down. The childminder gets out books about feelings, and they all discuss different emotions.

The childminder provides a balanced curriculum, offering children a range of learning experiences based on their next steps in development and incorporating their current interests. For example, one of her current focuses is developing children's communication and language skills. She teaches children the importance of communication in many ways, including reading stories, singing songs and providing commentary as younger children play, helping to expose them to new words. She gives children time to respond to simple questions and notices all children's attempts at communication, including those who are not yet talking.

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

- The childminder evaluates her setting and practice to ensure that she is providing the best care she can for the children in her setting. For example, she has recently updated the children's play areas, changing resources and routines, to better suit the children currently in her care. She links with other childminders and engages in professional development to ensure that she stays up to date with current childcare practices.
- Parents speak very highly of the childminder. She has built up a warm, trusting relationship with them. They get daily updates of what their children have been doing, and more detailed updates throughout the year, of their children's learning and development. However, the childminder does not always provide them with ideas of how they can further support their children's learning at home.
- The childminder incorporates mathematics very well through children's play and routines and introduces mathematical language. For example, she encourages children to count how many people are sitting at the table so that they can work out how many eggs they need. They cut up strawberries into four pieces, and the childminder tells the children they have cut them into quarters. Children recognise 'full' and 'empty' containers when playing with water. Children learn many mathematical skills in the setting.
- The childminder supports children's independence and provides healthy food

options. For instance, children enjoy using knives to cut up their fruit for snack, with even the youngest children being given safe knives. They discuss what each fruit is called and what it tastes like. The childminder provides children with a variety of healthy meals for lunch and teaches children about foods that are good for them.

- The childminder recognises the importance of teaching children about the world that they live in. She supports children to learn about their community by taking them on regular outings and walks. She supports children to celebrate their diversity and differences. For example, she learns simple words in children's home languages and has resources, including dual-language books, to support this.
- Children have the freedom to lead their own learning, choosing to play inside or outside. They gain knowledge of the world and make links in their learning through the childminder's careful teaching. For example, as they water the plants outside, they discuss what plants need to survive. The childminder then asks them who else needs water to live, and informs them that it is children, especially in hot weather. The children listen with interest and take a drink from their bottles.
- The childminder provides opportunities for children to develop good physical skills. For example, she teaches children how to use spray bottles, carefully explaining to older children how to twist the nozzles and squeeze the handle to get the water out. Babies develop their leg muscles as they pull themselves to stand at the water tray.

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:

- strengthen the information shared with parents about how they can support their children's learning at home further.

Setting details

Unique reference number	2728185
Local authority	Bristol City of
Inspection number	10399402
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	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2023 and lives in Easton, Bristol. She operates all year round from 8.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 inspector spoke to the children to find out about their time at the setting.
- 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.
- The inspector observed the interactions between the childminder and the children.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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