

Childminder report

Inspection date: 21 October 2024

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 plans a well-sequenced curriculum that supports children to become independent, confident and curious learners. She helps children to slowly build confidence with their emerging self-care skills as they focus on dressing and undressing in preparation for potty training. Children are well prepared for their next stage of learning. The childminder provides many opportunities throughout the day for children to practise their independence. For example, older children take their shoes off and place them in the basket when they arrive. Children develop their language skills from an early age. The childminder repeats key words, such as 'pop, pop, pop' as children excitedly catch bubbles. She introduces new words to children when reading stories, helping them to expand their vocabulary. Children show positive attitudes towards their learning as they excitedly explore the environment and engage well with the activities on offer.

The childminder reminds children to consider other children's personal space, needs and preferences. She implements consistent routines and boundaries and children show confidence with these. They happily say 'tidy-up time', picking up the toys and packing them away where they belong ready for their next activity. The childminder is attentive to children's needs and values children's choices and opinions.

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

- The childminder follows children's interests and uses their spontaneous play to help build on their skills and learning. Children ask to play with the dough and the childminder uses this moment to develop children's problem-solving skills. For example, children test out various tools including large and small spoons to try and get the dough out of the pot. Children say, 'This one doesn't work,' as they move on to the next.
- The childminder uses observation and assessment well. She has good knowledge of all children's current stages of development and what they need to know next. The childminder has created strong links with other settings that children attend, particularly beneficially for children with special educational needs and/or disabilities (SEND). This helps to provide continuity in children's learning. However, the childminder does not fully promote partnership working with local schools. She has not forged links enabling consistency for children currently attending both settings, and in preparation for the support children will need as they move on to school at the end of the year.
- Children develop their early mathematics knowledge from an early age. The childminder weaves mathematical language through daily activities. For example, children discuss different sizes of objects with the childminder and use language such as 'big', 'little' and 'smaller'. Children show good understanding of

mathematical concepts.

- The childminder places focus on children's emotional well-being and has recently targeted her training to learn more about anxiety in young children. She uses effective strategies to help children recognise their emotions. For example, she has implemented deep breathing techniques to help children feel calm and relaxed.
- The childminder helps children develop a good understanding of the world and enriches their sensory experiences. For example, they have recently visited an immersive space experience that sparked children's curiosity and wonder. The childminder explores the local community with the children and they visit toy shops, local parks and enjoy walks around the area. Through conversations and children's interactions in the community, they begin to develop an understanding of diversity.
- The childminder is committed to her continuous professional development and uses new knowledge to enhance learning opportunities for children. She reflects positively on how recent research on open-ended play has encouraged her to provide children with more opportunities to be imaginative.
- Partnerships with parents are good. Parents comment on how the childminder knows their children's individual needs and wants. Parents appreciate the home-from-home environment and the opportunities the childminder provides to their children.

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 partnership working further, forging links with schools to enable a consistent approach for children attending both provisions and helping prepare for children's move on to school at the end of the year.

Setting details

Unique reference number	2757104
Local authority	Bristol City of
Inspection number	10349573
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 4
Total number of places	3
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023 and is located in Bristol. The childminder provides care with her co-childminder and operates Monday to Thursday from 7.30am to 5.30pm, all year round. She holds a relevant level 3 qualification and offers government funded spaces.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder and co-childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder, co-childminder and 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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