

Childminder report

Inspection date: 4 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 works closely with parents when children first start, to get to know children's needs and routines. She follows the children's and babies' home arrangements to ensure that their well-being remains high. Children build strong, beneficial bonds with the childminder. New babies settle quickly and warm to her attentive support and caring manner.

The childminder carefully forms her curriculum around children's learning needs and interests. She develops children's understanding as much as possible by revisiting new concepts and linking them to their recent experiences. This inspires children effectively and provides them with opportunities to explore ideas and consolidate their learning. Children enjoy listening to stories. They explore associated autumn resources linked to recent walks in local woodlands and on trips with their family. The childminder encourages them to notice different colours and explore textures. Children are fascinated when investigating conkers in their cases. They recall words such as 'mushrooms' and 'acorns'. The childminder offers children new words, such as 'toadstools', to extend their vocabulary further. Children carefully make a long line of conkers. They count the conkers and then the childminder extends their learning as they measure the line together, helping the children to explore different mathematical concepts. The childminder also teaches the children how to use technology as a source of reference, as she looks up information online to identify an insect that the children find. Children show curiosity and a positive attitude to learning. They develop their skills well.

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

- The childminder understands the importance of working in partnership with parents and other professionals who work with children. She links to children's home languages and cultures, valuing their differences and celebrating what makes them unique. She focuses closely on ensuring there is a consistent approach for children and that they get the help they need to reach their potential.
- The childminder helps children to talk about their feelings, understand boundaries and share resources. Children listen respectfully to the childminder when she gives them reminders on safe practices. They learn to appreciate the needs of the babies and show kind behaviour toward each other. They begin to play cooperatively and build friendships, beneficially developing their social skills.
- Babies relish the freedom to explore and build their strength and coordination as they crawl and cruise around the furniture. Older children develop their ball skills, use grabber tools and thread items. They use items such as squeeze bottles in the messy kitchen in the garden. They develop their dexterity and physical skills very well. They then put these skills to further use as they make

marks and draw items such as a dinosaur with spikes, showing very good skills for their age.

- Children have rich opportunities to learn about and understand the world around them. The childminder plans interesting experiences, both locally and further afield. Children visit the library, National Trust venues, museums and wildlife venues. The childminder meets with other childminders regularly at local groups. The children then get to mix with a larger group of children and develop their social skills further.
- The childminder takes time during the routines of the day to promote children's independence skills and sense of responsibility. Children chop their fruit for their snack and put their boots on themselves to go outside. The childminder encourages them with other tasks, such as peeling their own oranges and filling bottles. Some children readily keep trying when they encounter difficulties. However, the childminder misses the chance to help the less confident children persevere to extend their skills as much as possible. Additionally, during some activities, the childminder does not always ensure less confident children have a chance to speak, and the more confident children answer instead.
- The childminder is well qualified and understands the benefit of continuing her professional development. She has strong links with other local childminders and regional advisers. She undertakes a wide range of training and focuses this on the changing needs of the children who attend to enhance the support that she offers them.

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:

- extend teaching and support, particularly for less confident children, and help to develop all children's perseverance, confidence and learning to higher levels.

Setting details

Unique reference number	2757117
Local authority	South Gloucestershire
Inspection number	10349511
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	5
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was previously registered with a childminding agency and registered with Ofsted in 2023. She lives in Yate, South Gloucestershire. She operates 8am to 5pm, Tuesday to Friday, all year round. 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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