

Childminder report

Inspection date: 20 September 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

Children enter this childminder's home happy and ready to play. They freely explore the play environment and select their favourite toys. The childminder builds strong relationships with the children. She provides young children with lots of cuddles and reassurance, which helps them to feel safe and secure in her care.

The childminder has clear intentions for children's learning. She concentrates on enhancing young children's communication and language skills. The childminder prioritises children learning to say words accurately. She continuously repeats words back to the children using the correct pronunciation. Children listen to their favourite nursery rhymes. They join in with familiar phrases and actions. The childminder narrates her actions to babies as they babble and point. She introduces new words and meanings. This strengthens and extends children's evolving vocabulary.

The childminder focuses on providing the children with a wide range of experiences within their community. She takes the children to a local playgroup where they can practise their social skills in larger groups and form new friendships. The children enjoy trips to the aquarium and animal parks. They gain knowledge of the different animals and their habits. Children visit the woods to learn about the seasons and discover nature. They gain knowledge and understanding of the world around them.

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

- Children participate in a wide range of physical activities. The childminder takes them to the local parks and soft play. She encourages the children to climb and gain confidence in taking safe risks. Children race around in fields and play a wide range of games. This strengthens their core muscle and enhances their coordination skills.
- The childminder supports young children's early mathematical skills. Children select dominos with animal pictures on them. They line up and count how many they have. Children and babies ask the childminder for more. The childminder encourages the children to count the dominos. She uses words such as big and long, which enhances young children's mathematical language.
- Young children make choices about what they want to do. They enjoy helping to complete daily tasks such as tidying away their toys. However, the childminder does not use every opportunity to promote children's independence. For example, at mealtimes, the childminder opens the children's lunch boxes and plates up their food, which limits the opportunities for young children to begin to learn how to do things for themselves.
- The childminder gains important information from parents about their child's

preferences and routines. She observes the children during their play and identifies gaps in their learning. The childminder engages with the children during play, which supports them in achieving their next stages of learning.

- Parents praise the childminder for the care and nurture she provides their children. They receive daily feedback about their children's day and the activities that they have enjoyed. The childminder shares information about their child's development and highlights the next stages of learning. Parents say that their children enjoy being at the childminder's home, which helps develop a trusting partnership.
- The childminder ensures that all children clean their hands using wipes before and after eating. However, she does not teach young children how to wash their hands using soap and water. This means that children do not learn the correct technique for washing their hands, to embed healthy practices in later life.
- The childminder continuously reflects on her provision. She provides staff with constructive feedback to ensure practice is consistent. The childminder networks with other local childminders. They share ideas and offer a wide range of support. The childminder works in partnership with the local pre-school, which some of her children also attend. She shares children's development and next steps with the setting to provide continuity of care.

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 children's independence and self-care skills, particularly at mealtimes
- help younger children learn the importance of healthy practices and how to manage their own hygiene needs.

Setting details

Unique reference number	2758351
Local authority	Bristol City of
Inspection number	10349597
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	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in November 2023. She lives in Ashton Vale, Bristol. The childminder works from Monday to Friday, 7.30am to 6pm all year round. She works with an assistant three days a week. The childminder offers government funded places.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of education and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder to discuss how she self-evaluates her provision.
- The childminder provided the inspector with documentation to demonstrate her suitability.
- The inspector took account of written testimonials from parents.
- Children spoke and engaged with the inspector during the inspection.

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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