

Childminder report

Inspection date: 23 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children demonstrate they feel happy and secure in the care of the nurturing childminder. They display a strong sense of belonging. Children confidently talk about their families and pets, using photos of their families, which the childminder displays in her home. The childminder provides a rich, interest-led curriculum designed to build children's communication, independence and confidence. This is delivered through a good balance of child-initiated and adult-led play experiences, both within the setting and the wider community. Children are motivated to explore, take initiative and thoroughly engage in their learning.

The childminder skilfully supports children's communication and language development through daily routines and spontaneous interactions. She introduces new vocabulary in meaningful contexts, for example, describing fruits at snack time as 'crunchy' or 'soft'. The childminder extends children's learning, discussing how they use their teeth to bite and chew. She introduces words such as 'molars' and 'incisors' to describe teeth. Children become confident communicators who express their ideas, reflect and ask thoughtful questions. They explain that a satsuma is easier to eat than an apple because it is soft. Children compare their teeth to a shark's teeth when crunching an apple. The childminder uses daily routines to promote independence, self-care skills and school readiness. Children wash their hands, prepare their own fruit and dress for outdoor play.

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

- The childminder plans a curriculum that helps children begin to understand diversity in the world around them. She provides resources and stories that avoid stereotypes and reflect positive images of different people. However, the childminder does not fully consider how to enhance the curriculum to develop children's use and understanding of technology. While she provides some role-play resources, such as cameras and remote controls, she does not plan how to incorporate technology meaningfully to support children's understanding of online safety and healthy approaches to screen time.
- Children behave well and respond appropriately to the childminder's expectations. They consistently use good manners and take responsibility for tidying up and putting their belongings away. The childminder reminds children of rules and boundaries, such as not running on the path. However, she does not always explain why these boundaries are in place or explain the consequences of their actions. This hinders opportunities for children to develop a deep understanding of risk and make safe, informed choices independently.
- Partnerships with parents are good. The childminder communicates with them daily through conversations at drop-off and pick-up times. She shares digital messages and photos throughout the day to keep parents informed about their

children's experiences at the setting. Parents' feedback is consistently positive. They praise the childminder's caring, consistent presence and comment that this leaves a lasting impact on their children's early memories.

- The childminder is reflective and committed to continuous improvement, aiming to provide high-quality care and education for children and their families. She regularly meets with local childminders to share best practice and stay informed about changes in legislation. The childminder keeps her mandatory training up to date and works with the local authority to access further support and professional development. For example, she recently completed training to enhance her understanding of how to support children with special educational needs. The childminder values parental feedback, sending annual questionnaires and following up on any comments through direct conversations with parents.
- The childminder takes children on a wide range of outings to enrich their experiences and deepen their understanding of the world. Regular visits to places of interest, such as toddler groups, libraries and museums, help children build confidence in interacting with different people and support the development of social skills through engagement with a wider group of peers. These experiences help to spark new interests for children, which the childminder explores further at the setting. For example, after buying a globe from a charity shop, the childminder planned activities for children to learn about different countries and animals on each continent.
- The childminder works with professionals from other settings children attend to promote consistency in their learning and support their transition to school. At lunchtime, she talks with children about their new school uniforms and explains routines, such as listening for the bell and collecting their lunchboxes. The childminder encourages children to open packaging independently and eat savoury before sweet items, promoting positive attitudes towards healthy eating.

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 the curriculum to include more meaningful experiences to support children's understanding of how to stay safe and healthy when using digital technology
- provide children with more consistent explanations of boundaries and consequences to help them build a deeper understanding of risks, so they can make safe choices independently.

Setting details

Unique reference number	EY216867
Local authority	South Gloucestershire
Inspection number	10398102
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	0 to 9
Total number of places	6
Number of children on roll	16
Date of previous inspection	3 October 2019

Information about this early years setting

The childminder registered in 2002 and lives in the Downend area of South Gloucestershire. She provides care for children Monday to Thursday, from 7.30am to 5.30pm, all year round. The childminder receives government funding for the provision of early education for children aged from nine months up to four years.

Information about this inspection

Inspector
Holly Smith

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 the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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