

Childminder report

Inspection date: 16 April 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

The childminder provides a welcoming, homely environment, and children build secure bonds with her. She responds sensitively to their individual needs and offers cuddles when needed, which builds security and trust. She praises children for their efforts, which successfully promotes their self-esteem. Children are proud of their achievements, and this motivates them to learn and be curious.

Children benefit from a broad and varied curriculum that fosters their confidence, independence and communication skills effectively. The childminder provides many experiences for children to investigate the world around them. They explore the changing seasons, regularly play outdoors and visit places of interest in the community. Children are eager to learn and make good progress in all areas of learning and development.

Children have access to a range of activities that support their physical development and coordination. For example, they enjoy an egg-and-spoon race. They listen well and follow instructions carefully. Children giggle as they balance the egg and demonstrate good hand-eye coordination. During their time in the garden, they use pipettes to squeeze out coloured water and use small ladles to transport liquid from one receptacle to another. Children make choices about their own play and develop their own ideas and interests. For example, they choose to put on a 'gymnastics show' and move their whole body in different ways, demonstrating strength, balance and confidence in their own abilities.

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

- The childminder supports children's communication and language skills very well. She encourages children to explore new words and gives them plenty of time to respond to questions. She models words for younger children to repeat, and they sing familiar nursery rhymes together. This helps to extend their vocabulary.
- The childminder assesses children's ongoing progress and plans their next steps effectively. Children eagerly participate in activities and engage purposefully in play. For example, they show creativity and curiosity during a colour mixing activity in the garden. However, the childminder occasionally misses opportunities to extend learning. For example, when children try to mix colours that turn out too dark, the childminder misses the chance to discuss why this happens to encourage them to think more critically about what they're doing and why.
- The childminder sets clear expectations for good behaviour. She speaks calmly, and models respect, sharing and taking turns. Children understand boundaries and eagerly help clean up before playing with new toys. The childminder emphasises emotional regulation, modelling calming techniques like deep

breathing and self-soothing.

- The childminder gathers a good range of information from parents about their child's care and learning. She continues to observe children over time and monitors their progress, enabling her to identify and plan for any gaps in their learning quickly. The childminder regularly shares her assessments of each child's development with parents, inviting their comments and contributions. This shared approach promotes continuity between their home and the childminder's setting. Parents are delighted with the progress their children make.
- The childminder teaches children about healthy lifestyles. For example, children know to wash their hands before meals and are offered fruit daily. Older children are taught to use child-safe knives to cut fruit for snack time. The childminder supports children to develop their self-care skills, such as opening their own containers in their lunch boxes.
- Children confidently discuss their favourite books and enjoy story time with the childminder. They listen attentively to a story about an Easter egg hunt, then act it out with props and puppets. The childminder helps children recognise letters and sounds in words like 'egg'. However, at times, the childminder does not use the correct pronunciation when teaching children the sounds of letters.
- Children enjoy a variety of visits to local community groups, where they meet with other childminders and the children in their care. This helps them to gain confidence, develop good social skills and extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder has good relationships with the local nursery and school staff. She communicates regularly with them to share information and to provide continuous support for children. She understands the importance of working in partnership with other professionals and uses these opportunities to reflect on and evaluate the quality of her provision.

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 opportunities for children to think more critically about what they are doing and why things happen to maximise their learning
- develop the teaching of letters and sounds to ensure that children hear and learn the correct pronunciation to enhance their early reading and writing skills.

Setting details

Unique reference number	EY248501
Local authority	South Gloucestershire
Inspection number	10380756
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	21 June 2019

Information about this early years setting

The childminder registered in 2003 and lives in Longwell Green, Bristol. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She occasionally works with an assistant. The childminder offers government funded places.

Information about this inspection

Inspector
Gwyneth Keen

Inspection activities

- 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 childminder provided the inspector with a sample of key documentation on request.
- 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.
- Parents shared their views of the setting with the inspector.
- The childminder and the inspector carried out a joint observation of the children engaged in an adult-led activity in the garden and discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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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