

Childminder report

Inspection date: 3 July 2024

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 has a caring manner, and children form strong beneficial bonds with her. Children are polite. They listen to the childminder respectfully, appreciating what she has to say. They confidently ask the childminder for things that they want or need. The childminder patiently teaches children to appreciate the needs of others and to develop their independence and sense of responsibility. Children learn to share resources and begin to enjoy being with other children. They get their shoes on themselves when it is time to go outside. They eagerly help clear up after making play dough, working hard to use the dustpan and brush and conscientiously cleaning the table.

The childminder recognises children's individuality and plans appropriate activities and experiences for them. She knows children very well and thoughtfully follows children's interests to motivate them successfully. Children enjoy her company. The childminder joins them in activities and they have great fun styling each other's hair. She considerably adds resources to extend children's involvement and exploration, such as a mirror, and children are fascinated to see what is happening to their hair. Children learn new words and terms as the childminder models these clearly. She discusses mathematical concepts with them and encourages them to recognise numbers and count items. Children progress their skills well.

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

- Partnerships with parents are good. The childminder keeps parents informed about children's time with her, and they work together to help close any gaps in children's learning. Parents say that their children really enjoy going to the childminder's house. They say that she is professional, and first-time parents praise her advice and support.
- Children enjoy being outside in the childminder's garden. They giggle as they run around chasing bubbles. They work hard to use the bubble wand and blow the bubbles themselves. Children persevere to push the pedals on ride-on toys, developing their strength and coordination. The childminder also takes them out to nearby parks to challenge their skills on different equipment.
- The childminder assesses children's achievements and progress and outlines next steps in their learning. She has links with some of the other settings that the children attend. However, she does not liaise with all the other settings to gain information for future planning and help provide a consistent approach for children.
- The childminder supports children's health, safety and physical well-being appropriately. She provides children with nutritious meals and drinks. She gives children reminders on safe practices as they play. The childminder teaches children about road safety when on outings, focusing on useful new aspects,

such as listening carefully for electric cars.

- Children enjoy investigating different ingredients as they make play dough with the childminder. They are fascinated to feel cornflour and smell hair conditioner, recognising the strawberry scent. Children eagerly explore the finished dough, squeezing it into different containers. They then struggle to get it back out. The childminder tries to get them to solve such problems themselves but does not always give them sufficient time to find a solution to extend their skills further.
- The childminder has links with other childminders in the area and local authority advisers to help her keep up with changes to guidance and gain good practice ideas. She thinks about what she provides, making changes to benefit the children in her care, and undertakes training to develop her skills further.
- The childminder takes children out into the local and wider community, building their confidence in new situations. They visit playgroups for children to mix with other children of a similar age and develop their social skills. Children join the childminder as she picks up children at local pre-schools and schools, beneficially becoming accustomed to school life and being around older children.
- The childminder has enhanced her provision considerably since the last inspection. She has added an additional room and uses the downstairs flexibly to offer children useful different areas. Children use the larger space in the lounge to build with blocks and explore sensory materials in the playroom. They enjoy quiet time on the lounge sofa or in the little book area in the hallway.

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:

- link with all the other settings the children attend, gathering information for future planning and helping to provide a consistent approach for children
- give children more time to think and solve problems and develop their skills further.

Setting details

Unique reference number	EY262448
Local authority	Bath and North East Somerset Council
Inspection number	10351059
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	5
Number of children on roll	11
Date of previous inspection	2 October 2018

Information about this early years setting

The childminder registered in 2003 and lives in Keynsham, near Bristol. She operates 8am to 5.30pm, Monday to Thursday, all year round. The childminder is in receipt of early education funding for children aged two, three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- 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 on 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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