

Childminder report

Inspection date: 14 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and inviting environment in which children feel happy, confident and content. Children build positive relationships with the childminder. As a result, they develop a strong sense of belonging under her care. The children demonstrate a positive attitude towards learning. In the well-organised playroom, children show curiosity for toys hiding in a box. They choose the toys they like and use them in pretend play. Younger children delight in joining in ball games. They explore different ways to play with a ball and learn how to throw balls into a basket successfully. This helps them develop their motor skills.

The childminder understands how to support children of different ages and meet their individual needs. Children are enthusiastic and active learners. They cooperate well with their friends during activities. The childminder is a very good role model and offers specific guidance and encouragement. Children learn to be kind and behave politely. The childminder urges children to be independent and carry out small tasks for themselves. Older children help her lay the table for snack and chop fruit. Young children eagerly help to tidy and clean up after activities using a dust pan and a mini brush effectively. They smile proudly as the childminder praises their efforts, which helps to promote their self-esteem.

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

- The childminder plans activities thoughtfully to support each child's learning needs. For instance, she promotes the importance of sharing with the children by providing them with engaging resources. Younger children learn to observe and wait for older children to show them how to use the resources effectively.
- The childminder has a deep knowledge of the children and their families. She plans activities based on the children's interests and lets them lead during playtime. The childminder also observes the children closely to see what they know and can do. However, the childminder has not yet established a relationship with other settings children attend to share information regarding their progress.
- The childminder supports children's communication very well. She listens to them patiently and gives them enough time to express themselves. For younger children, she repeats words so they can learn and use them during play. Older children feel comfortable sharing their experiences and preferences with the childminder, and show confidence in their communication.
- The childminder plans activities that encourage children to develop an interest in literacy. The childminder provides age-appropriate books for the younger children to look at independently and name things they know. Older children practice letter recognition on labels. The childminder supports them to hear and say the letter sounds.

- The childminder takes children to visit parks in their community, where they can explore and connect with nature. Children get the chance to collect natural resources, such as leaves and sticks, and use them to create their own artwork in a creative and imaginative way.
- The children demonstrate good hygiene habits, such as washing their hands before meals and after using the toilet. The childminder reinforces this behaviour and reminds them to drink water regularly throughout the day, contributing to their overall health and well-being.
- The childminder has a good understanding of how to enhance children's learning. She encourages younger children to explore different textures and builds their confidence by providing sensory play activities. Children also develop their fine motor skills through these activities. The childminder provides various utensils for children to use independently, such as tweezers, brushes and spoons.
- The childminder and parents have a good relationship, and the feedback from parents is very positive. They describe her as a caring and lovely childminder who has developed excellent bonds with their children, who enjoy attending. The childminder is responsive to parents' requests about their children's personal needs, which demonstrates good engagement with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of safeguarding children in her care. She attends regular training sessions to keep herself updated with the latest knowledge in safeguarding. The childminder can confidently identify potential signs of abuse, and knows what steps to take and who to contact if she has a concern about a child's welfare. She ensures the environment is safe and secure for children to play in and supervises them effectively. The childminder keeps her home free from hazards, and ensures that it is a secure place for children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- build a relationship with other settings children attend to share useful information about children's learning and development.

Setting details

Unique reference number	EY266840
Local authority	Bristol City of
Inspection number	10264394
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	3
Date of previous inspection	14 June 2017

Information about this early years setting

The childminder registered in 2003. She lives in Shirehampton, Bristol. The childminding service operates on Monday to Friday, from 8am until 4pm, throughout the year.

Information about this inspection

Inspector

Stella Orfanidou

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 provider and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a sensory-play activity with the childminder.
- Parents shared their views of the childminder 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023