

Childminder report

Inspection date: 14 November 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder's relationships with children are warm and sensitive to their emotional well-being. Children feel comfortable and happy, and they look to her for reassurance when unfamiliar adults arrive, soon settling in with her support.

Children feel confident and valued in this setting. Even the youngest children eagerly share about their families, using their personalised family photo boards to identify and talk about the people and pets who are special to them.

The childminder has a well-defined curriculum that focuses on preparing children for school, with a strong emphasis on fostering their independence, self-care skills and confidence. For instance, she supports children in developing practical skills by encouraging them to put on their own coats and shoes from an early age. Additionally, children are actively involved in self-registration on arrival, using name or picture recognition to complete this routine task.

The childminder establishes clear rules and routines, which children understand and follow confidently. This promotes consistently positive behaviour. For example, the childminder actively models sharing by suggesting, "shall we give this one to a friend and swap later?"

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

- The childminder knows the children well and understands their levels of development and achievement. However, she does not always adapt her use of language to meet the needs of the youngest children. For example, she uses more complex vocabulary occasionally, reducing young children's engagement and leading them to lose focus and move away.
- The childminder uses children's interests and home experiences to promote their learning, responding flexibly to what captures their attention. For example, she provides role-play resources that reflect the diverse preferences of the children in her care, such as tractors and diggers for some and clothes and pushchairs for others. This approach encourages imaginative play and supports children's engagement.
- The childminder uses stories, such as 'Goldilocks and the Three Bears', to involve children in learning activities. She immerses children in a range of linked activities and resources that promote engagement and deepen their understanding of the theme. For example, she uses songs, books, messy play and toys, all of which help bring the story to life for all children and promote positive attitudes to learning. However, at times, the childminder does not adapt her planned experiences to ensure that they fully engage all the children as much as possible. For example, children become distracted from listening to the

story during snack time because they need support to cut their fruit.

- The teaching of mathematics is a strength. The childminder provides frequent opportunities for children to count, use mathematical language and compare quantities and sizes. She models these skills and concepts effectively, building on children's understanding.
- The childminder evaluates her provision well. She is able to reflect on her impact, outline her strengths and areas for development to improve children's learning. She has identified the areas of her setting that she wishes to improve and is proactive in making changes. For instance, she has decided to provide children more learning opportunities outdoors. As a result, she is planning a waterfall wall with the use of tubes and drainpipes to further encourage children's curiosity and questioning in a play-based way.
- The childminder keeps her own knowledge and skills up to date and relevant with regular training and through a supportive network of other childminders who regularly share updates, outings and groups.
- Communication and co-working with parents are strong. They report that the childminder is 'hugely knowledgeable, warm and fun'. Settling-in sessions are individually tailored to each child and family's needs. Parents state that children develop their resilience and emotional intelligence because the childminder clearly focuses on this area of development. The childminder conscientiously offers ongoing advice and support to families.

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:

- adapt teaching approaches to meet the different ages and stages of children.

Setting details

Unique reference number	EY281868
Local authority	South Gloucestershire
Inspection number	10367531
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 7
Total number of places	6
Number of children on roll	11
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in Kingswood, South Gloucestershire. The childminding service operates Monday to Thursday, throughout the year. The childminder is in receipt of funding for early years education for children. She has an early years qualification at level 6.

Information about this inspection

Inspector

Ruth Glover

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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.

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 2024