

Childminder report

Inspection date: 24 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder provides a place where children feel at home and are comfortable and happy. She promotes independence and encourages children to make decisions for themselves. For example, children self-select and prepare their own fruit at snack time. This promotes children's self-confidence and also develops their fine-motor skills. Children learn to manage their own self-care in preparation for school. When required, children wipe their own noses with little to no help and wash their hands after using the bathroom. Children behave well. They listen to and follow the childminder's instructions and use good manners. Children learn to play cooperatively and share the resources.

The childminder knows the children well. She gathers information from families before children start attending the setting about their routines. She uses this information to help them to settle in and plan the next steps for their development. The childminder promotes children's communication skills to build their confidence with speaking and understanding and to extend their vocabulary. For example, she models the use of new words as children play and follow routines. Children learn about the world around them through trips into the community, such as to parks and playgroups. The childminder provides plenty of opportunities for children to develop their physical skills, for example, as they climb and explore the soft-play equipment.

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

- The childminder helps children to learn how to interact and communicate kindly with others. For example, she encourages older children to support those that are younger in following the rules and routines. This gives them a sense of responsibility, belonging and pride.
- Children make good progress in their learning. The childminder organises fun activities to engage children and nurture their interests. However, the curriculum is not challenging enough to ensure that all children make the best possible progress. For example, she does not always organise learning opportunities appropriately to build on what children already know and can do.
- Parents share that they feel well supported by the childminder. Older children return with younger siblings for before- and after-school care. The childminder works closely with all children to ensure that their emotional needs are met. For example, when children struggle with the transition to school during the first term, she spends time listening and chatting through all the positives and expectations. This allows children to express themselves and feel heard.
- The childminder weaves mathematical language into activities and daily routines to help ensure that children have the skills they need for later learning in school. For example, she supports children playing with dominoes to make the tower

'higher', 'taller' and to 'add one more on top'. This helps to develop children's understanding of mathematical language.

- Children behave well and understand the childminder's expectations. The childminder encourages sharing and turn-taking and praises children when they show kindness to each other. She supports children to tidy their resources away before moving on to something new. This allows children to take responsibility for their actions.
- Children visit a variety of playgroups every week to further enhance their learning and develop their social skills. The childminder ensures that groups have a different purpose and focuses on opportunities not available in the setting, for example soft play. This helps children to develop their large-muscle movements with confidence.
- Children have opportunities to practise their mark-making skills. The childminder provides a range of materials, including chalk boards and pens, to support their fine-motor skills and help them to develop a comfortable pencil grip. For older children, she supports transition to school by supporting them to recognise their own name and begin to write it, if they are ready. This helps to develop children's early literacy skills.

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:

- improve the curriculum to provide children with greater challenge to build on what they already know and can do more effectively.

Setting details

Unique reference number	EY297623
Local authority	Bristol City of
Inspection number	10392450
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 August 2019

Information about this early years setting

The childminder registered in 2004. She lives in Bedminster Down, Bristol. The childminder operates her service all year round, from Monday to Friday, between the hours of 7am and 6pm. She offers additional care for children before and after school and during school holidays.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- 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 of the childminder's provision with the inspector.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards the children's welfare.

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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