

Childminder report

Inspection date: 29 May 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

Children are happy, settled and safe. They arrive eager to greet the childminder and begin exploring their thoughtfully prepared environment. The childminder starts the day by sharing treasure baskets full of pictures of the children and their families. The children enjoy naming the people who are important to them. The childminder talks about the photos and helps them to notice and understand similarities and differences between themselves and others. This reinforces children's growing ability to build strong relationships and celebrate what makes them unique in their world.

The childminder delivers her curriculum well. It is carefully sequenced to help children build on what they already know and can do. The childminder evaluates these through careful observation and parent feedback. This informs the learning experiences children need next. For example, the childminder encourages children who are learning to walk to pull themselves up to stand. She frequently helps children to access climbing equipment on trips to help them make progress in their physical development.

Children are well behaved and have positive attitudes towards their play experiences. They share resources and take it in turns independently. The childminder reinforces good behaviour with high, meaningful praise. For example, she pauses for a moment during activities to give feedback to children when they show positive attitudes towards each other. Children naturally and independently show kindness and interest in each other and the activities, commenting on their peers' mark making or observation of a particular skill. The childminder's modelling helps children to learn and follow the behaviour expectations in the setting.

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

- Children freely explore through their interests. They find fascinating treasure baskets to investigate. The childminder observes the children's play well, waiting to join in to develop their critical thinking skills. For example, children experiment with different objects by tapping, banging and shaking them to learn what might happen next. The childminder steps in at key moments to stretch their thinking and help them to evaluate their play. For example, she will mirror their play alongside the children and show them new ways to do things.
- Children learn about the world around them through rich experiences the childminder plans. For instance, she expands children's interests through trips to the beach, where children observe boats and catch crabs. Children learn about living things in the sea and different occupations such as fishermen. This helps them to develop their understanding of the world and make progress.
- The childminder uses strategies such as narrating children's play during everyday

routines to help them develop their communication skills, although at times, the background music the childminder plays makes it more difficult for children to concentrate on the rich language she provides. This hinders their ability to reach their full potential in their communication and language outcomes.

- Children love to explore the wide range of books the childminder supplies. She frequently reads stories to children helping them to remember key phrases from their favourite books. Children proudly point to things that interest them. They learn how to turn pages and develop a positive attitude towards reading. Consequently, children acquire the early reading skills they need to develop well.
- The childminder works closely with parents to help children to become independent in their toileting and hygiene routines. For example, the childminder prompts parents to begin toilet training. They start by choosing a potty for children to bring into the setting. This helps children to feel motivated to use the potty in the home and when on trips and visits. The childminder models good hygiene routines, such as washing her hands before food and after using the toilet. Children eagerly practise their hygiene routines, becoming more independent as they grow. This helps children to embed the skills they need to prepare them for their next stage.
- The childminder evaluates her setting well. She regularly uses professional networks and training to support her knowledge. This helps her to keep up to date with the most recent information to inform her practice. For example, the childminder uses an electronic system to record and evaluate children's progress and shares this with parents. Consequently, accurate assessment of children's progress improves the childminder's ability to build on what children already know and can do. This helps them to meet their milestones.
- The childminder presents information clearly to children to help them to learn and develop well. For example, children learn to use a knife to cut fruit and vegetables. They develop their hand-eye coordination and the childminder models using tools safely. The children excitedly repeat this. The childminder helps them to explore this independently, reinforcing their learning. As children continue to chop, she praises their exploration, motivating them to know and remember more.

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:

- reduce background noise within the environment to enable children to fully

concentrate during learning experiences to aid their communication and language skills.

Setting details

Unique reference number	EY298883
Local authority	Bristol City of
Inspection number	10398065
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	6
Number of children on roll	6
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2004. She lives in Bishopsworth, Bristol. The childminder operates all year round from 8am until 5.30pm, Monday to Thursday. The childminder holds a childminding qualification at level 3. The setting offers government funded places for childcare.

Information about this inspection

Inspector

Rebecca Lihou

Inspection activities

- 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 children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector spoke to parents during the inspection and took account of their views.
- 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.

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