

Childminder report

Inspection date: 9 February 2022

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 is caring and considerate. She picks up on changes to children's behaviour, for example if they feel unsure when there are visitors to her home. The childminder offers them reassurance and lots of attention to help them relax. Children have good relationships with her and enjoy her company. They behave well. Children appreciate the needs of others, share resources and spontaneously take turns during games, politely letting their friend go next. They really enjoy story time, listening attentively and sharing their knowledge. The childminder asks children probing questions and gives them time to think and answer. Children knowledgeably name sea creatures and more unusual ones, such as a sea cow. They have fun finding animals hidden on the pages and count the different types. Children develop their skills well. The childminder focuses on building their self-confidence and social skills, particularly after some periods of isolation because of the COVID-19 pandemic. She takes children out into the local community to offer them different experiences, such as at play-based groups, to develop their confidence in new situations and their social skills. Parents say that the childminder's love and care helped their child settle quickly and her approach ensures children are happy, relaxed, polite and kind.

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

- Children make good progress. The childminder uses her observations of children to assess their learning and gauge if they are working at expected levels. She outlines what they need to learn next and plans her curriculum and activities around this to help gaps in children's learning to close. The childminder keeps parents well informed about their children's development and progress. She finds out about children's interests and achievements at home, to help inform her planning and provide a consistent approach to the support they receive.
- Children's communication develops effectively. The childminder thoughtfully supports those who are less confident. She is very patient and gives children lots of attention. The childminder gets down to their level and joins them in their play. Children listen and are interested in what she has to say. They gain confidence in speaking, taking turns in conversation and communicating what they want or need.
- The childminder motivates children to explore and follow their ideas. Children independently access resources, confidently finding items to develop their play. The childminder has extended older children's use of technology. They navigate applications on the electronic tablet well. The childminder uses this alongside other resources to teach children about letters and sounds. However, she has not fully thought through key parts of the activity. This results in children not receiving clear, consistent terms, and their learning does not progress as much as it could.

- Children enjoy creating with craft materials. The childminder encourages their curiosity, suggests techniques and offers them additional resources, inspiring them well. Children develop their coordination. They spend extended periods painting and marvel at the marks and patterns they create. Older children proudly use pens to label their pictures, forming letters of their names effectively.
- The childminder works with parents to support children's healthy lifestyles, discussing ideas for nutritious lunch box contents and providing the children with suitable drinks, such as water. She takes children out in the fresh air daily. They enjoy activities in the childminder's garden and trips out to local parks, where they develop their skills on the larger equipment.
- The childminder encourages children's independence as they put their outdoor clothes and boots on to go outside. They happily undertake tasks themselves, collecting water and carrying buckets for their water play. Children empty and fill containers, developing their coordination well. However, the childminder does not make the most of the available learning opportunities to help older children explore concepts such as quantity and capacity.
- The childminder thinks about how she can adapt her practice to support older children's changing needs. She links with lead childminders locally to get ideas to develop her provision. However, the childminder has not focused on strengthening the quality of her teaching to help her develop older children's skills as much as possible.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do and who to contact if she has concerns about a child's welfare. She renews her child protection training to keep her knowledge and procedures updated. Children's well-being is at the forefront of the childminder's mind. She carries out risk assessments and minimises hazards around her home, and when taking children on outings. The childminder implements arrangements to help maintain children's safety and develop their understanding, such as supporting their road safety awareness. She has procedures and protocols in place to ensure children's safety online when using items in her home, such as an electronic tablet.

What does the setting need to do to improve?

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

- adapt activities more effectively and make the most of all available learning opportunities, to extend children's skills as much as possible
- seek further professional development to extend the quality of teaching, particularly in relation to progressing older children's skills.

Setting details

Unique reference number	EY301640
Local authority	Bristol City of
Inspection number	10061825
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	3 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	30 June 2016

Information about this early years setting

The childminder registered in 2005 and lives in Ashton, Bristol. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family. The childminder provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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.
- The inspector took account of parents' written views by reading their comments in questionnaires and letters.
- 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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