

Childminder report

Inspection date: 3 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

Children are confident and keen learners. They display a positive attitude to their learning and enjoy the activities on offer. Children make decisions about the resources they would like to play with. They are developing early friendships with others. Children display a kind nature and are learning to share and take turns. They form secure relationships with the childminder and are happy in her care. Young children use their imagination as they engage in role play. They carefully pick up dolls and pretend to change their nappy. Children show determination as they put the nappy on the doll and carefully fasten it at the front. They are focused as they continue to dress the dolls. The childminder encourages them to have a can-do attitude as she supports them to do up the poppers on the clothing for themselves. This supports children's growing independence and sense of self-care. The childminder has carefully monitored the impact of the COVID-19 pandemic on children. She recognises that they have had limited opportunities to learn about people and places outside of their home environment, and therefore are not always confident when going out into the community. Since restrictions have eased, the childminder regularly takes children on outings. They attend toddler groups and visit places of interest. This helps to develop children's confidence in unfamiliar situations and supports them to form friendships with a wider group of children.

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

- The childminder plans a broad and balanced curriculum. Children lead their own learning and access a wide range of resources. The childminder observes children as they play and uses her assessments to monitor their ongoing progress. She identifies any emerging gaps in children's learning and plans next steps to address these. However, at times, these planned next steps are not precise and do not clearly identify what the childminder wants children to learn next, to help them make the best possible progress.
- The childminder supports children to be independent and encourages them to take off their coat and shoes themselves when they arrive each morning. Children enjoy helping the childminder to carry out tasks, such as putting the toys away before mealtimes. This supports their understanding of routines and helps prepare them in readiness for school.
- Children develop a good understanding of healthy lifestyles. They learn the importance of washing their hands before eating and discuss the variety of fruits they eat for their snack. The childminder teaches children how to take care of their teeth and talks to them about foods that are healthy. For example, she explains that 'milk makes your teeth strong'.
- The childminder provides children with opportunities to learn about different cultures and customs. For instance, children learn about dragons and tigers, to support their understanding of Chinese New Year celebrations.

- Children use their hands and fingers to explore the texture of paint and discuss the colours of the marks that they make. Young children identify colours such as orange, black and white. These messy play activities support children's sensory experiences.
- Partnerships with parents are good. The childminder uses a range of communication methods, such as daily verbal feedback and digital messaging, to update parents about their child's learning experiences and achievements. She shares information with them about activities they can do to support children's learning at home. Parents comment on the progress their children have made during their time with the childminder. They state that 'children are always happy to attend'.
- The childminder supports children's language and communication skills well. Children enjoy listening to stories as she captures and maintains their attention. The childminder introduces their favourite songs within the story and children excitedly join in with actions and familiar phrases.
- The childminder is reflective and makes ongoing changes to improve her setting. For instance, she recently changed the layout of the playroom and rotates the resources so they are not all out at once. This provides children with more room to explore and play.
- Although the childminder attends mandatory training and continually updates her safeguarding knowledge and skills, she is yet to implement a targeted programme for professional development to raise the quality of her teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her responsibility to protect children from harm. She demonstrates a clear understanding of the signs that a child may be at risk and knows who to contact for advice or to raise a concern. The childminder regularly updates her safeguarding training and completes her own research to develop her knowledge and understanding of wider safeguarding issues. She works closely with parents and shares her safeguarding knowledge with them. For example, she sends home leaflets and flyers, such as online safety advice for children under five years.

What does the setting need to do to improve?

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

- focus more precisely on the skills children need to learn next to help them make the best possible progress
- consider implementing a more targeted programme for professional development to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY336914
Local authority	South Gloucestershire
Inspection number	10073702
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 2
Total number of places	3
Number of children on roll	6
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 2006 and lives in Thornbury, South Gloucestershire. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for family holidays. The childminder holds a National Nursery Examination Board diploma. She is registered to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Holly Smith

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and the areas used for childminding.
- The childminder discussed her intentions for children's learning and the curriculum she offers.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector and the childminder discussed and evaluated a learning activity together.
- The inspector looked at required documentation, including evidence of suitability.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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