

# Childminder report

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Inspection date: 8 March 2023

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children are happy and feel safe at this childminder's house. They feel confident to seek reassurance whenever needed. The childminder knows the children well. She knows each child's stage of development and plans activities to help them to learn what they need to know next. This helps children to make progress across the curriculum. The childminder has high expectations of what children can do. She provides opportunities for children to extend their learning. For example, she develops counting tasks for older children by encouraging them to estimate how many cards are in a pack. She then supports them to count the cards and find out whose guess was the closest. This develops children's understanding of number and ability to compare quantities.

Children engage in the variety of tasks on offer and have a good attitude towards learning. The childminder takes the children on outings in the community daily. They visit different parks to develop their physical skills and to learn about the natural world. They go to a children's playgroup to learn to socialise with others. They visit different sights in the city centre to learn about new places and people. These activities enhance the children's learning opportunities and help them to understand about the wider world.

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

- The childminder promotes children's communication and language skills particularly well. She frequently introduces new words to children during activities. For example, she shows children how to make snowballs and describes what happens when she pushes ice together, introducing words such as 'compacted'. She explains what new words mean, using them in different sentences to help the children to understand them. This supports children to develop their own vocabulary.
- The childminder frequently reminds children about things that they have done before. She uses questions to find out what children can remember and already understand. She provides time for children to process questions and does not rush them. This regular, patient recapping of learning helps children to strengthen their memories. This supports them to make links between new and already learned information.
- The childminder supports children to use reference books to find out information. For example, when painting, older children independently find out which colours mix together to create a chosen colour. This teaches children that books are useful. The childminder provides water sprayers to allow children to experiment and find out what happens when they add water to paint. This develops children's levels of curiosity.
- The childminder plans activities carefully to ensure that she is covering all areas

of the curriculum. When she identifies gaps in children's learning, she provides opportunities to help children to learn the missing skill. However, on occasion, the childminder does not consider the length of time spent on adult-led activities. Although initially engaged, sometimes, these activities last too long and children lose concentration.

- Children follow the childminder's simple clear instructions and routines well. They engage in group tasks and enjoy spending time with each other. However, when minor disagreements occur, such as a child taking a toy from another child, the childminder does not explain the importance of sharing and taking turns. This means that, sometimes, children do not play together as well as they might.
- The childminder encourages children to be independent. She knows the skills that she wants the children to have before they move on to school. For example, the childminder encourages older children to get their coats and wellington boots off, use the toilet and wash their hands independently. She supports younger children with these tasks in an age-appropriate way. All children help themselves to the healthy foods on offer at snack and lunchtime. This teaches children the life skills that they will need in the future.
- The childminder attends regular training courses. She uses what she has learned from these courses to improve her practice. For example, she has improved the way that she completes progress checks. She now includes more information for parents about what children need to learn next. Parents comment that they find this information useful and feel well informed about their children's level of development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder performs regular risk assessments to remove or reduce possible hazards around her home and when taking children out on trips. She talks to children about road safety, why she has put soft cushioning on hard surfaces, and how to minimise the spread of germs. This helps children to learn how to risk assess and keep themselves safe. The childminder can recognise the signs that may indicate abuse. She knows what action to take if concerned about a child's welfare, or in the event of an allegation about a member of her household.

## What does the setting need to do to improve?

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

- consider the length of some adult-led activities to ensure that children consistently remain focused and engaged
- support children to learn to share and take turns with other children to develop the social skills that they will need in the next stage of their education.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY339891                                                                          |
| <b>Local authority</b>                             | Bristol City of                                                                   |
| <b>Inspection number</b>                           | 10264586                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 8                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 6                                                                                 |
| <b>Date of previous inspection</b>                 | 20 June 2017                                                                      |

## Information about this early years setting

The childminder registered in 2006 and lives in Southville, Bristol. She operates her childminding service for most weeks of the year from 9am to 6pm on Tuesday, Wednesday and Thursday. The childminder provides funded early education for three- and four-year-old children. She holds an early years qualification at level 3.

## Information about this inspection

**Inspector**  
Kate Rogers

## 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 discussed how they ensure that they are safe and suitable.
- 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.
- Children communicated with the inspector during the inspection.
- 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.

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