

Childminder report

Inspection date: 19 June 2024

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 arrive happy and settle quickly in the childminder's welcoming home, feeling safe and secure. The childminder fosters their confidence and curiosity by encouraging them to approach and greet visitors. She builds strong relationships with the children and provides a play environment supportive of their individual needs. Through her nurturing interactions, children develop a sense of belonging and self-assurance, enabling them to confidently access resources and engage in play. They are keen to spend time with the childminder and invite her into their play. She actively participates in their activities, such as playing with small world models like cars on the car mat, guiding them to build stories and expand their imaginative skills. Additionally, she encourages exploration with musical instruments, helping children develop rhythm and coordination by creating their own patterns and moving rhythmically.

The childminder adopts an ambitious curriculum for all children. She follows their interests and finds ways to extend them. For example, when children show an interest in animals, the childminder takes them to local farms to see real animals. This enhances children's understanding of the natural world and develops their sense of care for living creatures. The childminder promotes positive behaviour, ensuring children of different ages play well together. For instance, children take turns exploring props in the story sack. She also teaches children to look after each other, encouraging older children to assist the younger ones when needed.

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

- The childminder knows the children well. She plans her curriculum based on what she wants the children to learn, using their starting points, observations, and records to tailor activities that deliver the curriculum content. This approach allows her to identify any gaps or delays in their learning. By being proactive in her support and accessing training sessions to continually improve her practice, the childminder ensures that children make good progress.
- Children eagerly complete tasks independently, which boosts their confidence and self-reliance. They recognise when they are thirsty and access their water bottles. They also learn to put on their own coats and shoes. During snack time, the childminder encourages them to cut their fruit independently with child-friendly knives from an early age, improving their coordination and practical life skills. She talks to them about vitamins and helps them understand the importance and benefits of healthy eating.
- The childminder supports children's communication skills effectively by speaking clearly and modelling language well. She encourages back-and-forth conversations and adapts to each child's language needs and abilities. For instance, when interacting with younger children, she introduces signs to

enhance understanding. Additionally, the childminder engages children in singing sessions to aid language development. Children eagerly join in, singing familiar songs and mimicking animal signs introduced during nursery rhymes.

- Children enjoy listening to the childminder and using props during storytelling. They anticipate key events and remember most of the words well. However, the childminder does not regularly provide opportunities for children to make marks and develop their early writing skills, to enhance their literacy development.
- Children benefit from plenty of fresh air, physical exercise, and visits to the local area. For example, the childminder plans trips to farms and local parks where children can see animals and release their energy through running and climbing. She regularly attends play sessions with other local childminders and the children in their care, which also promotes children's social skills.
- The childminder offers meaningful learning opportunities indoors and outdoors. Children enjoy filling and emptying containers with sand and water. They use different shaped bricks to build models and make their own arrangements. However, the childminder does not always use these opportunities effectively to support children's mathematical understanding of counting, recognising shapes, and basic measurements.
- The childminder keeps children safe in her home and when out in the community. She carries out risk assessments and helps children learn to keep themselves safe by taking assessed risks. Young children confidently attempt to go up and down steps independently. The childminder also teaches them road safety during outings.
- Partnerships with parents are strong. Parents speak highly of the childminder and the high-quality care she provides. They praise her for the range of outings she offers, her attentiveness to children's needs, and her regular updates on their children's progress.

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:

- provide regular opportunities for children to make marks and develop their early writing skills
- make better use of opportunities to introduce children to early mathematical concepts, so they learn to count, recognise shapes, and understand basic measurements.

Setting details

Unique reference number	EY348301
Local authority	Bristol City of
Inspection number	10347006
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 August 2018

Information about this early years setting

The childminder registered in 2007 and lives in Montpelier, Bristol. The childminding service operates from Monday to Thursday, 8.30am to 5pm.

Information about this inspection

Inspector

Stella Orfanidou

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the childminder 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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