

Childminder report

Inspection date: 25 January 2023

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 build strong relationships with the childminder. They enjoy her company and being in her home. Parents say that the childminder has a lovely manner and is always kind, calm and patient with the children. Children are motivated to explore and develop their skills. The childminder plans activities and carefully considers children's interests and learning needs. She gets down to children's level and adapts her support skilfully for their different ages. Babies and young children develop their confidence with different materials as they investigate the sensory activities that the childminder provides. They eagerly feel crumbly dough and seeds and squeeze squashy substances. They learn new words and concepts as the childminder models and discusses these with them.

Children get the chance to mix with other children of a similar age and develop their social skills. The childminder frequently meets with another childminder to jointly provide interesting activities and trips for the children. Children have a wealth of interesting experiences and go out daily with the childminder. They gain an understanding of the world and develop their physical skills through trips to parks, city farms, National Trust venues and woodlands. Parents say that they love the exciting adventures the childminder takes children on.

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

- The childminder is experienced and understands how children learn. She observes them as they play. She assesses what they can do and what they need to learn next, making plans for how she will help them achieve this. Children make good progress.
- The childminder has good relationships with parents. She works in partnership with them to support children's needs. She keeps parents updated on what children are doing through messages, photos and daily discussions. Parents say that they really appreciate this. However, the childminder has not developed links with other settings children attend, to inform future planning and to provide a consistent approach for children across all aspects of their lives.
- The childminder is kind and caring. She knows babies and children well, their routines and individual care needs. She supports these closely, recognising when they are hungry or tired. The childminder quickly adapts her plans to ensure that children are comfortable, happy and that their well-being remains high.
- Children's communication develops well, including those who speak more than one language. The childminder rephrases and models words clearly and asks children questions. This offers children speech to copy and encourages them to name items, count and begin to take turns in conversation. The childminder uses words in English and children's home languages too, which builds their confidence, understanding and emerging speech effectively.

- Babies develop their strength and coordination well with sensitive and patient support. They pull themselves up to stand and hold onto the childminder's hands as they practise taking some steps. Children have great fun playing hide and seek. They develop their understanding of the game and their skills well, taking turns with the other children. Children enjoy song time. They listen and join in with actions and movements and develop their physical skills well.
- Children learn about the similarities and differences between themselves and others. They are interested as they hear words in a different language, and the childminder is quick to offer explanations. The childminder values and celebrates each child's individuality.
- Generally, children are happy to take on challenges and do things for themselves. Children help to tidy the toys and put their sweater in the basket when asked. They start to develop an interest in using the potty, and the childminder attentively and patiently supports them. However, the childminder does not fully think through her daily routines and ensure that she makes the most of opportunities for children to develop children's independence.
- The childminder works closely with another childminder to share good practice and keep up to date with changes to legislation. She has memberships with professional organisations and undertakes online training to gain new knowledge which she uses to develop her practice and support for children further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection issues and knows how to report concerns to protect children's welfare. She keeps her home clean and well maintained. The childminder ensures that the play equipment is in good condition and appropriate for the ages of the children. She supervises children closely to ensure that they can explore and play safely. The childminder offers children sensitive reminders and age-appropriate explanations to help them manage their emotions and follow boundaries in place for their safety. She assesses risks and evaluates new areas and ways of working. The childminder puts revised procedures in place, such as new equipment to minimise hazards to children.

What does the setting need to do to improve?

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

- develop information-sharing about children's learning with other settings that they attend, to strengthen the consistency in the support children receive
- make the most of opportunities for children to do things for themselves and extend their sense of responsibility and independence further.

Setting details

Unique reference number	EY362916
Local authority	Bristol City of
Inspection number	10235147
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	8
Date of previous inspection	1 March 2017

Information about this early years setting

The childminder registered in 2007 and lives in Southville, Bristol. She operates all year round from 9am to 5.30pm, Monday to Thursday. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Howell

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 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.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of 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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