

Childminder report

Inspection date: 2 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 provides a nurturing environment. Children have built beneficial relationships with her and the other children. They are happy and content. Children behave well and learn to appreciate the needs of others. The childminder calmly and patiently perseveres to help children understand expectations. They listen to her explanations about boundaries in place for their safety and adjust their behaviour accordingly. Children develop their sense of responsibility. They take their shoes off when they come in from outside and help tidy away the toys. Children make good progress. They gain key skills and attitudes that prepare them well for the future, including two-year-old children in receipt of funding.

The childminder reflects on her practice and provision and makes improvements. She has implemented enhanced hygiene arrangements since the COVID-19 pandemic began. She has also improved the main area that she uses for her childminding. She now has doors from her playroom out into the garden, to aid children's access to the outdoors and provide them with a more self-contained area. The childminder carefully plans the trips she undertakes with children to continue to minimise the risk of infection during the pandemic. She visits outdoor venues and has extended her daily walks with the children to offer them a wealth of interesting experiences.

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

- The childminder motivates children effectively. She gets down to the children's level and plays and explores alongside them. She encourages their curiosity. Children gain dexterity and strength using tools and equipment. They make marks with chalks marvelling at the effects they create. Children concentrate as they use scissors to help the childminder cut open a bag of lentils. They carefully and effectively use utensils to scoop and pour the lentils. They enjoy emptying and filling containers.
- Children's communication and language is good. Older children take turns in conversation with the childminder. They enjoy stories and share their considerable knowledge as they name items, such as a cocoon. They count and use number names and other mathematical language appropriately, such as big and small. The childminder extends younger children's emerging speech. She copies and extends the sounds they make and models appropriate words.
- The childminder has created well-organised areas in her playroom and outside on the decking in her garden. Children have lots of choice and easy access to a wide variety of stimulating activities and resources. Children follow their ideas and select toys and resources independently. They concentrate well on things that interest them and remain engaged for continued periods. They select

various puzzles. The childminder skilfully encourages them to persist when they encounter challenges and gives them lots of praise as they correctly match pieces and then complete the puzzle.

- Children enjoy their morning walks with the childminder. They gain a keen awareness and interest in their community and the wider world. They relish the opportunity to explore areas and marvel at the different experiences that they encounter. They excitedly watch a train or a horse and rider go by. The childminder encourages them to notice and to talk about things that they see, such as letters and numbers on signs and the ducks and geese on the pond. Younger children develop their physical strength and resilience very well. They confidently negotiate rough ground and different areas and show very positive attitudes.
- The childminder has good relationships with parents. She shares information with them about children's development during daily discussions, regular messages and through entries in an online application that she uses. However, the childminder's partnership working with parents is not consistently effective, particularly in relation to supporting children's healthy lifestyles. She helps parents' understanding of a healthy diet but is not always successful in helping them implement this within the items they provide for their children at her setting.
- The childminder seeks to gain new knowledge. She has memberships with professional associations which she uses to undertake training and to gain good practice ideas. She also links with local authority advisors to help her to develop her provision further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of child protection and effective procedures to support her practice. She keeps her knowledge of safeguarding up to date, including how to protect children from harm and extreme views. The childminder carries out thorough risk assessments of her home and garden and when taking children on outings. She ensures that children are supervised closely and offers them sensitive reminders and age-appropriate explanations to help them learn about hazards and risks. They show a very good understanding for their age. For example, on their morning walk, they are careful when near the duck pond and they follow the childminder's road safety rules.

What does the setting need to do to improve?

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

- enhance partnerships with parents and help develop children's healthy lifestyles further.

Setting details

Unique reference number	EY371314
Local authority	South Gloucestershire
Inspection number	10071956
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	3
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2008 and lives in Winterbourne, South Gloucestershire. She operates her childminding service all year round from 8am to 5pm on Mondays, Wednesdays and Thursdays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children.

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 her 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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