

Childminder report

Inspection date: 8 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The curriculum is well thought out and considers what children need to learn next. It provides children with experiences that build on their previous learning. For example, once the children show confidence in threading cereal to make bird feeders, the childminder extends their small-muscle skills even further and introduces one-handed tools, such as scissors, in their creative activities.

Children are engaged and enjoy their time with a friendly and approachable childminder. They thoroughly enjoy making dough together and children are encouraged to share what they know. They read the picture recipe card together and follow the instructions to combine the ingredients. The childminder helps the children take turns as they fill the containers and pour them into their bowl. Children show good imagination as they squeeze, roll and manipulate the dough into shapes, such as sausages and beans for their pizza. Older children talk about what they are making and the childminder introduces new vocabulary to consolidate their learning.

Children make decisions about their play. Older children confidently use their knowledge to complete simple calculations. The childminder ensures that resources are readily available for children to use as they begin to recognise numerals and number patterns, such as doubles on the dominoes.

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

- The childminder plans a broad and balanced range of experiences that encourages children to explore and make choices about their play. She carefully considers how she uses additional funding to support children's individual needs. For example, there are regular opportunities to engage in outdoor experiences, such as visits to the local zoo. Parents are well informed about their children's learning, both verbally and through an online system, which parents greatly appreciate.
- The childminder provides good opportunities for children to develop their communication and language skills. For example, children describe how the dough smells like porridge. Older children respond well to questions, explaining what they have made. However, the childminder does not always encourage less confident children to engage fully in their learning, such as to express their ideas and think of solutions.
- Children thoroughly enjoy sharing stories. They listen well and respond to some questions. The childminder responds sensitively when children become upset. She explains that their answer is a good one even though it does not match the answer given by their friend.
- Children enjoy their imaginative play. Older children make a shopping list of

things to buy, while younger ones collect the shopping. However, the childminder does not always support older children to understand that her time needs to be shared equally and that they may need to wait their turn and listen to other children's ideas.

- Children benefit greatly from warm and affectionate relationships with a caring childminder who meets their care needs successfully. Children receive comfort and hugs when they hurt themselves. The childminder is highly respectful. For example, when it is time to tidy away for snack, the childminder gives children the time to move their creations to a tray so they can continue their play later. Children show pride in their achievements, developing good levels of self-esteem.
- The childminder encourages children successfully to develop an excellent understanding of how to keep themselves safe. She provides clear explanation and questions children effectively to think about possible consequences for example, if they run around the breakfast bar.
- Children learn very good care practices, such as sneezing into their elbow to help reduce the spread of germs. Children know they need to wash their hands before they eat. Children gain good independence, such as persevering to peel their satsuma and cut a banana.

Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her training regularly and maintains good understanding of safeguarding practices. She has good knowledge of the possible indicators that a child is at risk of harm. She understands her responsibility to report concerns swiftly to appropriate agencies. The childminder uses her risk assessments well to keep children safe, such as when on outings. Older children explain the importance of finding safe places to cross and listening to traffic.

What does the setting need to do to improve?

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

- provide further opportunities for less confident children to engage in their learning and develop their communication and language skills
- develop further strategies to help older children to learn to negotiate and take turns in their play and conversations.

Setting details

Unique reference number	EY390995
Local authority	South Gloucestershire
Inspection number	10264736
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	6
Date of previous inspection	23 June 2017

Information about this early years setting

The childminder registered in 2009. She lives in Bradley Stoke, South Gloucestershire. The childminder works Monday to Thursday, from 7:30am to 5:00pm. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development.
- The inspector considered the written views of parents and spoke with children during the inspection.
- The inspector reviewed a range of documentation and discussed policies and procedures.

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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