

Childminder report

Inspection date: 9 August 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

Children show they are extremely happy and settled in the care of this warm and nurturing childminder. They receive a lovely welcome on arrival and eagerly go to find their friends. All children receive lots of praise and encouragement from the childminder. This helps them to feel valued and promotes their self-esteem. Children form strong relationships with the childminder and each other. They demonstrate they feel safe and secure as they interact confidently with her and huddle together to read books. The children show their enjoyment as they excitedly recall the story and join in familiar parts. They show engagement, imagination and writing skills when they use crayons and scissors to make cards linked to the story.

Children show curiosity and enthusiasm when learning new things. For example, they discuss with each other that they are warm and explore different objects to decide which one would make the best fan to cool themselves. Children develop a sense of independence. For example, they pour their own drinks and wash their hands after using the toilet and before eating snack. Children are learning to share. They are kind, caring and considerate towards each other and play cooperatively together. They listen attentively to each other and are self-motivated to play and explore. Children know where their favourite toys are and happily focus on self-chosen activities. Children have plenty of opportunities to develop their physical skills by running, jumping and crawling in the garden.

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

- The childminder plans a varied and interesting curriculum and knows what she wants children to learn. For example, she takes them on daily visits to the park to help them develop their physical skills.
- Children are becoming confident communicators. For example, children readily engage in conversation with the childminder as she asks them to recall previous events and outings they have enjoyed. For example, they excitedly talk about making ice cubes with objects frozen inside and counting butterflies in the garden.
- Parents are very satisfied with the care provided by the childminder. The childminder obtains lots of information from parents so she can plan for children's learning from the beginning. Parents say that the childminder shares ideas for them to extend children's learning at home, which has helped improve their children's speaking skills and raised their awareness of safety. However, the childminder does not share information with other settings where children also attend, to aid consistency.
- Children develop a good understanding of the natural world. For example, they enjoy growing tomatoes, carrots and flowers in the garden. They excitedly

access a water butt, fill a watering can and know that plants need water to grow.

- The childminder undertakes training to keep her skills and knowledge current and up to date. She has identified future training to increase her knowledge of how to support children's speech and language development.
- The childminder has developed partnerships with some other professionals. She links up with a group of other childminders to share ideas and develop new skills. The childminder takes children out into the local community to offer them different experiences. For example, they go on visits to local parks and the zoo to support their understanding of the world around them.
- Children's early language development is supported. The childminder repeats words back to children, modelling the correct pronunciation. She introduces new words, such as 'darker', 'lighter', 'cocoon' and 'chrysalis', to increase children's vocabulary and understanding. However, she does not consistently use skilful questioning techniques to build children's critical-thinking skills. For example, during play activities, the childminder asks children simple questions that do not challenge them enough.
- Children develop respect for people and their diverse backgrounds by reading books and while out in the community. For instance, the childminder explains to children that a mosque, a church and a temple are all places of worship. Children learn about people that support us in the community. For example, they meet a police officer, sit in a police car and visit a police station.
- The childminder teaches children about personal safety. For instance, when children have wet feet, she talks to them about how they could slip.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe from harm. She has a sound understanding of the indicators that a child may be at risk of harm and is clear of the procedures to follow should any concerns arise about children's welfare. The childminder knows the procedures to follow if an allegation is made against herself or an individual living in the house. She completes daily checks to reduce hazards at the start of the day and on outings that she takes with the children. She encourages children to understand how to keep themselves safe.

What does the setting need to do to improve?

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

- improve partnership working with other settings children attend to ensure consistency in children's care and learning
- develop questioning techniques further to provide children with opportunities to develop their critical-thinking skills even further.

Setting details

Unique reference number	EY394641
Local authority	Bristol City of
Inspection number	10235319
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 October 2016

Information about this early years setting

The childminder registered in 2009. She lives in Ashton, Bristol. The childminding service operates from Monday to Thursday, from 8am until 5pm, throughout the year.

Information about this inspection

Inspector

Lin Harvey

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 inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- One joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents.
- A meeting was held between the inspector and the childminder.

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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