

Childminder report

Inspection date: 14 October 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 are happy and settled in the childminder's care. Children have very secure relationships with the childminder, her co-childminder and their assistants. The adults caring for children know them very well. Children develop nice friendships within the group. They join in with their friends to play imaginatively. As children make models out of dough, they play together to make their models move. Children giggle as they use different voices to make their models speak to each other.

The childminder focuses her curriculum on what children are interested in and what they need to learn next, using themes to extend children's understanding of the world. Children are intrigued by and interested in the activities that the childminder provides. They are keen to be involved and spend time concentrating as they take part. For instance, children eagerly choose feathers to go in their cauldron as they work together making their own potions to make 'broomsticks'. Children use different materials to add to their pot and stir it up. They confidently talk about what they are making and reflect on what else they need, based on what they have read in a story.

Children benefit from lots of fresh air and exercise. They take part in outings in the community, such as trips to local farms and parks. Children enjoy being physical, using the different equipment in the garden.

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

- The childminder and her co-childminder work well together to share information and to develop their skills and knowledge further. The childminder ensures that she reads up on relevant information and takes part in training. She accesses information to help her to develop her skills in meeting the children's different needs.
- The childminder supports children's language and communication development well. She uses strategies to encourage children to talk, join in with conversations and share their ideas and opinions. The childminder introduces new vocabulary, which children repeat. She models any words that children struggle to pronounce. Children are confident at communicating their needs and ideas.
- The childminder provides children with opportunities to learn about the world around them. She provides a range of activities that encourage children to learn about how things work and to test their own ideas. Children enjoy exploring pumpkins. They talk about how they look and what they feel like. Children spend time drawing the pumpkins. They talk about the shapes and colours of the pumpkins, exploring how they can be different.
- The childminder is a good role model to children. She teaches children to be kind

and respectful towards each other. The childminder sets clear rules and boundaries so that children know what is expected of them. For example, all children work together to tidy away the toys when they have finished playing with them. However, at times, some children struggle to manage their feelings and emotions appropriately. The childminder ensures that they are all right, but she is not consistent at helping children to understand how to manage their feelings in a better way.

- Partnerships with parents are strong and well established. Parents say that they are very happy with the care that their children receive. The childminder and her co-childminder make sure that they keep parents well informed and involved in their children's learning. Parents comment that the childminder shares photos of their children playing so that they can share them with their children and talk about what they have been doing.
- The childminder has developed good methods to support children's progress. She regularly makes assessments so that she can monitor children's development effectively. She recognises the importance of sharing information and providing a consistent approach to children's care and learning.
- The childminder encourages children to be independent at managing their own personal hygiene and at preparing themselves to go outside. Children confidently put their coats on and try to zip them up, with the encouragement of the childminder. However, she does not consider how children can be more independent at mealtimes.
- During the COVID-19 pandemic, the childminder kept in regular contact with the families and children who were unable to attend her provision. She sent activities for parents to do with their children to support their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe. She provides a safe and secure environment for children to play and explore. She follows good procedures to make sure that the adults who have contact with children are safe and suitable. The childminder has a good understanding of how to identify concerns about children's welfare. She implements good procedures to monitor and act on any concerns that are brought to her attention. She works closely with her co-childminder and assistants to monitor children's well-being.

What does the setting need to do to improve?

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

- help children to learn to understand their feelings and emotions, and to manage them in an appropriate way
- extend children's opportunities to be independent at mealtimes.

Setting details

Unique reference number	EY399742
Local authority	Bristol City of
Inspection number	10235352
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	3 to 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	31 October 2016

Information about this early years setting

The childminder registered in 2009 and works in Southmead, in Bristol. She employs two assistants and works alongside another childminder. The childminder operates Tuesday to Friday, from 8am to 6pm, all year round except for bank holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Victoria Nicolson

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 carried out joint observations of a group activity with the childminder.
- Parents shared their views on the setting with the inspector.

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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