

Childminder report

Inspection date:

26 September 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

The childminder provides a warm, nurturing, home-from-home environment. Children are happy, confident and well cared for in the company of the childminder. She greets children with a cheery welcome and provides resources linked to their interests to help them settle quickly into their play. Young children who are new to her care have a well-planned settling-in period to assist them to happily leave their parents. Children show they feel safe and secure as they interact confidently with the childminder and sing songs together. They delight in joining in with traditional nursery rhymes, copying sounds and learning actions. All children receive lots of praise and encouragement from the childminder. This helps them to feel valued and promotes their self-esteem.

Children enjoy their interactions with the childminder. For instance, older children pretend to make food and drinks in the play kitchen and smile with delight when the childminder and visitor join in their play. The childminder engages with all children throughout the day and motivates them in their learning. For example, she expertly encourages them to recall past experiences. When they excitedly share what happened on a recent visit to a community farm, she creates an outdoor activity using vegetables and fruit that children remember from the visit.

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

- The childminder uses information from parents to help her to get to know the children well. She has a sound understanding of child development and plans the curriculum to support all children to make progress. She identifies where children need to develop and uses her skills to extend their learning.
- The childminder helps children to develop their language skills. She continually talks to the children, listens to their responses and asks questions that allow them to extend their thinking and problem-solve as they play. However, at times, the childminder does not always role model the correct pronunciation of words to help children improve their speaking skills. For example, she uses 'doggie' instead of dog.
- Children develop good behaviour with the childminder's support. They learn how to share and take turns. She encourages them to manage their feelings and understand how this may affect the other children in her care. She praises them as they help each other and show kindness.
- The childminder encourages children to prepare their snacks safely, using a knife to cut bananas and strawberries. Children sit together in appropriate seats and highchairs. The childminder encourages them to name the fruits they are eating.
- The childminder takes children on regular visits and outings to parks, playgroups, farms and museums. The childminder identifies these as opportunities for children to make links with the wider community. Children

enthusiastically share with a visitor the details of a recent outing to a museum and talk excitedly about the dinosaur exhibits.

- All children become confident and independent in the childminder's care. For instance, young children access resources at their level and older children wipe their faces and put on their own shoes and coats.
- Parents speak positively about the childminder and comment that they like how she communicates with them. For instance, she uses an electronic app to share daily updates and photographs. Parents say she is knowledgeable and helps them access support from other professionals for their children who may be in need of additional help.
- The childminder uses books and puzzles to encourage children's mathematical counting skills. However, she does not use opportunities as they arise to introduce mathematical language during activities and routines to increase their mathematical skills further.
- Children develop an understanding of diversity beyond their immediate family. For example, the childminder shares cultural celebrations and provides cultural images, books and role-play resources for the children to explore.
- The childminder is committed to her professional development. Strong links with the local authority's early years support team help her to network with training providers and outside agencies. She updates her knowledge and understanding by taking part in vocational training and completing formal qualifications through college.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has knowledge of safeguarding procedures and completes advanced safeguarding training annually. She regularly undertakes training on specific areas of safeguarding and receives regular updates from the local safeguarding children partnership. The childminder is aware of the signs and symptoms of possible abuse and knows who to contact for guidance. She knows the action to take in the event of an allegation being made against herself or a member of her family. The childminder supervises children appropriately and supports them to understand and practise risk assessing their environment. This helps her to provide a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- support children to develop the correct pronunciation to help them make further progress with their speaking skills
- build on opportunities that arise during everyday routines and play experiences to enhance children's understanding of mathematical vocabulary.

Setting details

Unique reference number	EY402386
Local authority	Bristol City of
Inspection number	10214133
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 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 February 2018

Information about this early years setting

The childminder registered in 2009 and lives in Henbury, Bristol. The childminder holds an appropriate qualification at level 3. She offers childcare on Tuesdays and Wednesdays from 7.30am to 5pm, and on Thursdays and Fridays from 7.30am to 3pm, all year round.

Information about this inspection

Inspector

Lin Harvey

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

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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