

Childminder report

Inspection date: 9 January 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the adults that care for them in a warm and homely environment. Children have strong bonds with the childminder, who knows the children's individual needs really well. She is kind, caring and supportive. She encourages children in their learning. Children feel safe and secure as a result.

The childminder provides a broad and varied curriculum and knows what she wants children to learn next. She prioritises supporting children in their communication and language and helps them to become confident communicators. The childminder supports them to be independent and they demonstrate a 'can-do' attitude. They engage enthusiastically and remain focused for extended periods. Children's behaviour is good. They receive praise and positive comments from the childminder, who successfully helps them to adapt their behaviour and regulate their emotions. This helps children to get the most out of the wide range of learning experiences and develop into well-rounded individuals. Children make good progress in all areas of their learning from their individual starting points.

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

- The childminder makes accurate assessments so that she knows where children are in their learning. This helps her to provide a wide variety of activities and learning experiences that children enjoy and which support their learning successfully. For example, after listening to the story '1,2,3, Do the Dinosaur', children explore different sounds using dinosaur figures and different cereals. Children describe the sounds as 'big' and 'small', and the childminder introduces new words, such as 'squish', to broaden their vocabulary. They learn to take turns, listen to one another and solve problems.
- Children often engage in lively conversation with one another, the childminder and her staff. The childminder introduces new vocabulary and skilfully explains what words mean, such as 'camouflage', to increase children's understanding. They have amazing recall when describing what they have learned, such as talking about and naming the helicopter they have seen and the noise that it makes.
- Children choose to look at books independently or draw pictures, proudly showing how they have kept within the lines when colouring in. Some children have the muscle strength and finger dexterity required to hold a pencil correctly, in preparation for early writing. Other children are less confident.
- The childminder reads stories and asks questions of the children to get them involved. Children become very engaged in stories, actively listening and answering questions. They show an interest in books and stories and concentrate well. Even the youngest children show a good understanding as they retell stories in their own words.

- The childminder works well in partnership with parents. She shares children's learning and progress and gives parents ideas of how they can support their children's learning at home. The childminder works closely with parents to ensure that any gaps in children's learning are quickly identified and professional support is sought when needed.
- The childminder ensures that she updates her practice and attends training to increase her knowledge and extend children's learning experiences. She has a passion to support all children, and particularly children with special educational needs and/or disabilities. She demonstrates commitment and devotion to provide inclusive practice, which has a direct impact on children's learning. She reflects on her practice regularly and is always looking for ways to learn new things and develop her provision further. The childminder also ensures that any assistants she works with attend any relevant training.
- The childminder has high expectations for children's behaviour. She teaches them respect and patience, providing a positive role model. The childminder and the children share warm and close relationships, and children have a positive attitude to learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- encourage children more consistently to develop the necessary physical skills to hold a pencil correctly and comfortably in preparation for early writing.

Setting details

Unique reference number	EY406294
Local authority	Bath and North East Somerset Council
Inspection number	10378618
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	2 to 10
Total number of places	12
Number of children on roll	20
Date of previous inspection	22 October 2019

Information about this early years setting

The childminder registered in 2010. She lives in Paulton, Bristol. The childminder works from Tuesday to Friday, 7am to 6pm, all year round. She works with an assistant every day. The childminder and her assistant both hold a relevant level 3 qualification. The childminder provides funded early education for children aged from nine months to four years old.

Information about this inspection

Inspector

Michelle Heimsoth

Inspection activities

- The childminder and the inspector discussed the childminder's curriculum and her intentions for children's learning.
- The children spoke with the inspector during the inspection.
- The inspector spoke to the childminder and her assistant during the inspection and took account of their views.
- The inspector spoke to the childminder about how she leads and manages her provision.
- The inspector observed the quality of education being provided and assessed the impact this is having on the children's learning.
- Parents shared their views of the setting through written feedback.
- The inspector looked at relevant documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025