

Childminder report

Inspection date: 27 June 2025

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 broad curriculum that strongly focuses on children's independence and the prime areas of learning. This helps children to build secure foundations for their future development. Children settle quickly on arrival, confidently introduce themselves and choose to play inside or outside. Younger children ride on small bikes, supporting their physical development. Inside, older children play together and use their imaginations as they independently dress up for role play. The childminder introduces new words and concepts to children, such as 'unravel' as they put on their police officer's outfit. The childminder consistently narrates to children, helping to widen their language skills. For example, children enjoy singing 'Row, row, row your boat', and the childminder introduces words such as 'ores' and 'binoculars'. Children develop excellent communication skills. The childminder helps older children to recall learning from the previous day when asking, 'Can you remember what noise a giraffe makes?' Children begin to consolidate their learning. Older children pick up bricks when tidying and spot a number, saying, 'Look, it's a number nine.' Children develop good early mathematics skills.

The childminder promotes children's independence extremely well. Younger children begin to learn to wipe their own noses, and older children put on their own shoes when going outside. During snack, children cut their bananas, and older children peel them. The childminder supports younger children to drink from an open lid cup, helping them to develop a sense of pride and achievement. Children enjoy the responsibilities of small tasks, such as putting their dishes in the dishwasher. Children are motivated and confident learners.

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

- The childminder delivers a well-sequenced curriculum, helping children to build on what they know and can do and what they need to do next. She provides activities based on children's interests and next steps, adapting these to tailor children's learning. For example, children enjoy threading, younger children develop their smaller physical skills and learn about colours, and older children begin to estimate a quantity at a glance. Children make good progress in their learning.
- The childminder gathers information from parents, helping to form good starting points for children. She carries out regular assessments to track children's development, helping to identify any emerging gaps in their learning. The childminder implements effective strategies, such as speech and language programmes, helping to close these gaps. She shares information about children's development with other settings they attend. This supports continuity in their learning.

- Older children act as positive role models for younger children. They demonstrate care and kindness as they share their toys. The childminder implements consistent routines and boundaries. This helps children to begin to learn what is expected of them. However, at times, when minor conflicts occur, the childminder swiftly reminds children of 'gentle hands' and redirects them to their play. Consequently, children do not always have the opportunity to further develop their understanding of how their behaviour impacts on their friends.
- The childminder provides opportunities for children to freely access rhymes and stories. They use the nursery rhyme basket to choose their favourite rhymes and enjoy singing them together. The childminder reads stories to the children, and older children know what is coming next. Children develop their early literacy skills, in preparation for school.
- Children benefit from trips out to explore the local community. For example, children they visit the local park, enjoy walks and picnics. This helps children to gain awareness of the world around them. Children try foods from different countries and learn key words in other languages, supporting their awareness of culture and diversity.
- The childminder is ambitious and keen to continually improve. She works closely with any assistants she works with to target training to meet children's needs and to develop their own practice. For example, recent training on two-year-olds' development has widened their understanding of 'risky play'. This helps to provide more opportunities for children to use their critical thinking and problem-solving skills.
- The childminder understands the importance of working in partnership with parents, providing them with daily updates about their child's day. The childminder creates newsletters to inform parents about the teaching that she intends to implement, along with tips and ideas for them to use at home, such as on healthy eating. This successfully supports parents to develop a good understanding of their child's development and further support them at home. Parents value the 'warmth and dedication' of the childminder and staff.

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:

- develop strategies to further support children's understanding of the impact of their behaviour on others.

Setting details

Unique reference number	EY406472
Local authority	Bristol City of
Inspection number	10398635
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 9
Total number of places	12
Number of children on roll	20
Date of previous inspection	4 November 2019

Information about this early years setting

The childminder registered in 2010 and lives in Stockwood, Bristol. She works with an assistant and operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder has an appropriate qualification at level 3. The setting offers government-funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistant and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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