

Childminder report

Inspection date: 13 December 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

Children show they feel safe and secure with this calm and friendly childminder. They are confident to ask to go outside or for a snack, showing they are comfortable and at ease in her care. Children form excellent relationships with one another and happily play together. Older children encourage the younger ones to engage in pretend play, such as choosing their lunches from the menu or using cardboard tubes to ride around on their 'hobby horses'. Children show a positive attitude towards their learning and concentrate well. Even the youngest children sit and listen at story time, join in and point to the pictures and they sit at the table to make pizzas and put on the toppings of their choosing.

The childminder is clear about her curriculum intent. She knows what she wants the children to learn and the skills they need to gain in readiness for the next stage of their learning, including pre-school and school. She finds out about children's prior experiences and makes sure they have regular opportunities to find out about and explore the local community. She knows what the children need to learn next and uses their interests to plan for them all, including those who receive funding, to make good progress.

Children are confident to persevere and to 'have a go', even when they are struggling. The childminder uses lots of praise and encouragement to help them to succeed. Children proudly shout, 'I did it!' when they put on their all-weather suit and boots before going outside. They show pride in their achievements.

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

- The childminder has kept up to date with relevant changes in the early years by attending online 'bitesize' training. She has also completed a course in helping promote children's mathematical development. She now focuses on using mathematical language, such as 'sides' and 'corners' to help children learn not just the names of shapes, but their features.
- Children's behaviour is exemplary. Older children show care and concern for the younger ones. When young children slip over, older ones shout out 'Are you alright?'. When young children hold a buggy by the steps, older children notice they need help and carry the buggy up the steps for them. Children play together nicely, share the toys and resources and take turns in their play.
- Children have lots of opportunities to learn about the importance of healthy eating. They cut up their fruits and tell the childminder 'They are healthy' and the childminder reinforces how the fruits make them 'big and strong'. They eat the toppings they have cut up for their pizzas, including peppers and sweetcorn and tell everyone how much they love them.
- Children show they are making good progress in their physical development.

They ride around on bikes and negotiate space well, climb up steps and slide down the slide with confidence. Children develop their hand to eye coordination as they use various tools to scoop, pour and stir and play with malleable materials. They attempt to gain new skills such as cutting ham with scissors. However, during some group activities, the childminder stands over the children and does not always get down to their level. This means she cannot model new skills and support children to practise these as well as she could.

- The childminder supports children's communication and language development effectively overall. She knows when children may need extra support and gains advice from the local children's centre in how to help close any gaps in learning. Children thoroughly enjoy listening to stories and singing songs. They play language games, such as 'What's in the box?' and the environment is language rich. However, at times, the childminder does not teach older and more confident children to wait their turn to talk. This means quieter and less confident children do not have as many opportunities to express themselves.
- Parents report they are very happy with the progress their children are making, particularly in their speech and language. Parents state that the childminder keeps them well informed about their children's achievements and daily routines, including how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of child protection and how to safeguard children. She keeps up to date with her training and to any changes in legislation. The childminder knows who to contact if she is concerned about a child's welfare or if an allegation is made. She is aware of safeguarding issues that affect her local community. The childminder helps children learn about their own safety. Parents report, for example, that their children tell them they need to look both ways before they cross the road.

What does the setting need to do to improve?

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

- promote children's learning further through more effective interactions when they are learning new skills
- help children understand the importance of taking turns in conversations, to support all children's communication and language development further.

Setting details

Unique reference number	EY415066
Local authority	South Gloucestershire
Inspection number	10305342
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	0 to 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	19 February 2018

Information about this early years setting

The childminder registered in 2009. She lives in the Oldland Common area of Bristol. The childminder operates from Monday to Thursday, 7.30am to 5.30pm, all year round. She holds a relevant qualification at level 3. The childminder receives funding for the provision of free early education for children age two, three and four years.

Information about this inspection

Inspector
Charlotte Jenkin

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 on the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The childminder discussed an activity with the inspector and evaluated the impact on children's learning.
- The inspector read written feedback from parents and took account of their views.
- The childminder made some documentation available for the inspector to sample, including training certificates.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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