

Childminder report

Inspection date: 15 November 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 very happy and settled in the care of the childminder and her assistant. They have built secure attachments and share warm and close relationships. Those children who are new to the setting show that they have quickly established strong bonds with the adults who are caring for them. Children independently explore the warm and inviting environment, choosing from a wide range of resources and activities. All children have a strong sense of belonging as they see photos of their special family members displayed on the playroom wall. This helps support their emotional well-being.

Children learn to manage their feelings exceptionally well for themselves. They show great kindness to one another as they share resources or take turns on the slide. Children develop excellent social skills, as the childminder and her assistant provide strong role models and teach them about respect from an early age.

During the COVID-19 pandemic, although parents do not come into the setting, the childminder has continued to discuss children's progress with parents when they drop off and collect their children each day. Parents feel involved in their children's learning and, with the support from the childminder, her assistant has continued to develop children's learning journals to provide parents with detailed information about children's learning and next steps.

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

- The childminder provides a broad curriculum and has a good understanding of what she wants the children to learn next. She makes accurate assessments of children's learning and plans exciting activities based on their learning needs to ensure that all children make good progress. She is quick to identify where children need extra support and liaises with parents to ensure that children get the best possible help.
- The childminder and her assistant promote children's communication and language development effectively. They repeat words back to children and introduce new vocabulary, such as 'squash' and 'pinch' as they support children to make spiders from play dough.
- Children thoroughly enjoy singing songs and rhymes. They take it in turns to choose an item from the bag and join in enthusiastically with the corresponding song. Young children confidently fill in the missing words as they sing favourite and familiar songs, showing high levels of self-esteem.
- The childminder and her assistant work extremely well together and have high expectations of the children. Children interact with the adults who offer the children challenge as they play. When young children play with the small vehicles and the garage, they introduce positional language as they ask if the

cars are going on the 'top' or 'bottom'.

- Children use numbers in play and count in some activities. However, at times, the childminder and her assistant do not encourage children to match number to quantity or compare groups of objects to develop their early mathematical skills further.
- The childminder monitors her assistant's practice well and they both keep their knowledge and skills up to date through training opportunities. They constantly reflect on what they offer the children and consider how they use the environment. They use this information successfully to make changes and enhance experiences for children, such as changing the conservatory into a soft-play area. Opportunities like this have helped children to strengthen and develop their physical skills.
- Children demonstrate high levels of focus and self-control. They have an excellent understanding of expectations from a very young age. The childminder and her assistant are highly effective in the support they provide to help young children develop their excellent awareness of right from wrong. Older children are seen sharing the plastic ducks with younger children as they sing songs. Children have a positive attitude to learning.
- The childminder helps children to learn about healthy lifestyles. They choose from a range of healthy snacks, which they help to prepare. The childminder and her assistant make sure that children develop good self-care skills. Children help prepare the table for snack and mealtimes and follow thorough hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of child protection issues and are aware of the wider aspects of safeguarding. They attend relevant training and keep their safeguarding knowledge up to date. They have a good awareness of the reporting procedure to follow if they have any concerns about a child's welfare. The childminder checks that her home is safe and secure so that children can play safely. For example, when she is caring for young babies, she ensures that they keep the playroom floor free from hazards and any small pieces of toys or resources are kept out of reach.

What does the setting need to do to improve?

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

- develop further strategies to encourage children to match number to quantity and compare groups of objects.

Setting details

Unique reference number	EY416007
Local authority	Bristol City of
Inspection number	10060543
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 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	26 February 2015

Information about this early years setting

The childminder registered in 2010. She lives in the Brislington area of Bristol. The childminder opens from Monday to Thursday all year round. The childminder has a recognised relevant qualification at level 3. She works with an assistant.

Information about this inspection

Inspector

Michelle Heimsoth

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. She discussed her intentions for children's learning and the curriculum that she provides.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection. She observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector took account of the parents' views by reading their written feedback.
- The inspector spoke to the children during the inspection.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.

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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