

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are happy and energetic. They engage in lots of enjoyable activities while attending this inclusive setting. They enjoy opportunities to be expressive and often join the childminder as she enthusiastically sings to them. There is lots of joy and laughter, and children thrive in their learning.

Children are highly independent and self-confident. They move freely between the playrooms and the outdoor space. Children are polite and learn to articulate their needs clearly to adults, including babies who are non-verbal. The childminder and her assistant are excellent role models in encouraging children to share their ideas to help inform future learning opportunities. For example, following children's interest in exploring different forms of transport, the childminder took them to see their local train station. Children experienced what it is like to be a passenger on a 'real' train.

The childminder and her assistants work together as a strong team to provide high-quality early education. During the height of the pandemic, despite closing her setting for a short time, the childminder remained in constant communication with families. She recorded weekly singing and story sessions for parents to access online. She also offered toys and resources to families most in need, to help keep children engaged during the lockdown period. Parents state that they feel incredibly grateful for all the love and care she gives children in her setting.

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

- Children benefit from a language-rich environment and develop a strong love of books. During the inspection, the children were quick to locate their favourite book, 'The Tiger Who Came to Tea'. They eagerly listened as the childminder used a rich character voice to bring the story to life. She evoked the children's emotions by changing her tone when the 'tiger' suddenly appeared. Children were confident to recall what happened next and remembered the name of the main character in the book.
- The childminder carefully observes children to monitor their ongoing progress. She uses her assessments accurately to offer targeted support to further challenge their learning. Consequently, children gain excellent skills for the next stage of their learning. For example, during a 'tea party' in the garden, children carefully poured water from a jug into small ceramic cups and saucers. They were able to predict how many cups they could fill by comparing the amount of water left in the jug. The childminder and her assistant skilfully extended children's problem-solving skills. They encouraged the children to compare the 'big' and 'small' size jugs, and which could hold more water.
- The childminder provides daily home-cooked meals. She ensures that her weekly

menus consist of nutritional foods, including 'hidden vegetables'. During mealtimes, she teaches children about different food groups, including protein and carbohydrates, so they learn to recognise what constitutes a balanced and healthy diet. The childminder offers alternative food choices to meet dietary needs, including vegetarian and halal food options. She has recently completed a training course to help her identify how to offer a variety of food choices to younger children.

- Children demonstrate exceptional self-help skills and are highly independent. For example, they learn to use a knife and chopping board safely as they slice cucumbers and bananas for their snack time. The childminder and her assistant praise the children when they proudly say, 'We did it'. The childminder skilfully extends children's early mathematical skills. For instance, she asks them to cut the banana in 'half' and then into 'quarters', before encouraging the children to count the total number of slices.
- The childminder highly values partnerships with parents. She continually offers helpful information to parents to extend care at home, including tips on feeding, toilet training and how to promote healthy teeth and gums. The childminder uses a range of methods, such as social media, photos and questionnaires, to gather parental views and share feedback. Parents describe the childminder as being 'professional, kind and someone who has an absolute passion for her work'.
- The childminder is ambitious and values opportunities for professional development. She ensures that her assistants receive tailored support and training to strengthen their knowledge and skills. The childminder has recently completed a woodwork course and talks passionately about introducing real tools, such as hammers and nails, so that children learn to experience controlled risks in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant demonstrate a secure knowledge of how to safeguard children from the risk of harm. They have both attended advanced safeguarding training and are familiar with the categories of abuse. They show a clear understanding of the referral process should they need to report a welfare concern about a child in their care. The childminder is aware of the signs relating to wider safeguarding issues, such as county lines and the 'Prevent' duty. She undertakes daily checks to identify and remove any hazards in her home so that children remain safe and secure while in her care.

Setting details

Unique reference number	EY417758
Local authority	Bristol City of
Inspection number	10061793
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 4
Total number of places	12
Number of children on roll	11
Date of previous inspection	16 September 2015

Information about this early years setting

The childminder registered in 2010. She lives in St Pauls, Bristol. The childminder works with registered assistants. The setting is open Monday to Thursday, from 8am to 6pm. The childminder operates all year round, except for six weeks during the school holidays.

Information about this inspection

Inspector

Shahnaz Scully

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 her evaluation of the setting.
- The childminder spoke to the inspector about how she promotes children's educational experiences to help children build on what they know and can do.
- The inspector sampled a range of documents, including the childminder's paediatric first-aid certificate and suitability checks for assistants.
- A learning walk was completed with the childminder to discuss the curriculum on offer and how she organises her provision.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection. They discussed safeguarding arrangements and opportunities for further training.
- The inspector read feedback from parents to gather their views about the childminder.

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 2022