

Childminder report

Inspection date: 7 August 2024

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 has a caring and friendly manner and makes children feel welcome in her home. Children are eager to enter and separate happily from their parents on arrival. The childminder attentively supports children's care needs, and makes sure children are safe and happy in her home. Children have strong, beneficial relationships with the childminder. They are quickly reassured by a cuddle with her if they are upset. They seek her out to share their achievements or invite her into their play and enjoy her company.

Children are motivated to explore and develop their skills well. The childminder considers children's interests and learning needs. She builds these into her planned activities, the resources she sets out and the support she offers them. The childminder provides children with useful activities for them to explore shapes. Children recognise and match shapes and explore how they can create pictures. They develop their coordination skills as they build with blocks and construction pieces. They select items and specific shapes, creating with a purpose as they make pretend flowers. The childminder offers them lots of praise and they smile broadly, clearly proud of their creations. The childminder gets down to children's level, playing and exploring alongside them. She names items for the children, models words clearly and asks children questions to encourage their communication. Children enjoy looking at books and the childminder uses these to motivate them to practise their speech. This includes children who speak English as an additional language. They excitedly name characters, count and recognise numbers, all linked to their interest in trains.

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

- The childminder focuses closely on assessing what each child can do and what they need to learn next, making plans for how she will support them. She seeks help from professionals, as needed, to help close any gaps in children's learning.
- The childminder works closely with parents, building a two-way sharing of information about children's achievements, progress and learning needs. She passes on useful advice from research she has undertaken, to help children's learning at home. The childminder also forges links with other settings that children attend, to help lead a useful, consistent approach to the support that children receive.
- Children are fascinated to play with a new train set. Older children quickly understand how the parts work and keep the electric train moving round the track. The childminder discusses interesting details of real train experiences to inspire children and develop their ideas and play further. However, she does not consistently encourage the younger children to consider their approach to challenging tasks, to solve problems and to persevere when they encounter

difficulties. This means that, sometimes, children's learning does not develop as much as it could.

- The childminder takes children out every day. She offers them different experiences and develops their confidence in new situations. She takes them to play-based groups for children to mix with other children of a similar age and progress their social skills. They visit local parks to build their physical abilities and go on nature walks to develop children's interest in nature and their understanding of the world.
- The childminder encourages children to do things for themselves and develop their independence and sense of responsibility. For example, children learn to use cutlery at lunchtime and develop their fine motor skills. They also wipe their own hands and face when they have finished. Older children learn to use the toilet independently and follow suitable hygiene procedures. Younger children learn how to get their trousers on themselves after their nappy change.
- Children learn to follow the boundaries in place for their own and other's safety. The childminder helps them control their emotions and share toys. However, occasionally, she is not as successful in her approach and does not give children clear explanations to help them learn how to manage their frustrations effectively.
- The childminder shows dedication to the families who use her provision. She has good links with local authority advisers and uses online childminding groups to gain ideas and learn about new guidance. She has memberships with professional childcare organisations. She makes good use of their training materials, beneficially linking to the children's changing needs, to develop her knowledge suitably and extend the support she offers the children.

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:

- make the most of opportunities to help children solve problems they encounter, encouraging their perseverance and skills as much as possible
- offer children consistent support to help them recognise and understand their emotions and manage their frustrations.

Setting details

Unique reference number	EY419136
Local authority	South Gloucestershire
Inspection number	10355368
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	27 November 2018

Information about this early years setting

The childminder registered in 2010 and lives in Emersons Green, South Gloucestershire. She calls her setting Little Butterflies Childcare. She operates from 7.30am to 6pm, Monday, Tuesday, Wednesday, Friday and occasionally Thursday, all year round. The childminder is in receipt of early education funding for children aged two and three years. She is registered to provide overnight care.

Information about this inspection

Inspector
Rachel Howell

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 their evaluation of the childminder.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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