

Childminder report

Inspection date:

29 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides an environment where children are happy and feel at home. Children feel safe and secure in the childminder's care once they settle in. They are busy playing with toys the childminder has set up for them. The childminder encourages them to make choices. Children explore different textures while they play with sponges. The childminder plans activities following their interests. She plays action rhymes and joins in with children's singing, while demonstrating actions for them to copy.

The childminder is very attentive to children's needs. She knows the children well and is always ready to assist them. Children enjoy exploring their ideas while playing with stickle bricks. The childminder asks them questions according to their age and level of understanding; for example, she asks younger children what the colour of the brick is, whereas she encourages the older ones to count the bricks. Children explore the local community, such as parks and children's centre, on a regular basis. The childminder lets children decide which local place they would like to visit. Parents speak highly of the childminder. The childminder supports them when they face difficulties with their children's behaviour.

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

- The childminder offers various learning opportunities for children. She adapts activities to meet children's needs and abilities. For instance, she provides big and small pincers and spoons for children to use during sensory play. The children choose the tool which suits them best during the activity.
- The childminder encourages children to become independent in making decisions. They choose their own toys to play, and they decide where they want to go on an outing. However, the childminder misses opportunities to encourage children to manage small tasks for themselves, such as tidying toys away and getting involved in everyday activities.
- Children enjoy being physically active outside. When they are not playing in the garden, the childminder takes them on outings to a variety of parks and places of local interest.
- Children learn good mathematical skills. For example, they scoop and fill containers with cereal during sensory play. The childminder encourages them to count and use words to describe quantity, such as 'more' and 'lots'.
- The childminder encourages children to help themselves to their drinks throughout the day and is keen on teaching them about good hygiene. She encourages them to wash their hands before food and after coming in from the garden. The childminder responds well to children's personal needs. For example, she helps a younger child to stay seated while drinking water, as the child tends to drink fast and cough.

- Overall, the childminder promotes children's communication and language. She uses repetitive language to support young children to develop their speech. However, the childminder does not use other non-verbal communication to extend children's language skills and increase their level of engagement.
- The childminder is a good role model and treats children with kindness and consideration. This helps them to learn how to treat others and build friendships. She encourages them to take turns and share toys.
- There is a good relationship between the childminder and parents. Parents are happy with the progress their children make while with the childminder. They feel comfortable to share with her any concerns they may have. The childminder gives regular updates to parents about their children's progress.
- The childminder is reflective of her practice and is keen to make improvements for the children she cares for, especially those with special educational needs and/or disabilities (SEND). The childminder is ambitious for all children in her care and has undertaken a range of additional training and research. This enables her to support all children to achieve good outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken training to ensure that she remains up to date with safeguarding procedures. She has a good understanding of safeguarding and is aware of signs to look for that could indicate an abuse of a child. The childminder is aware of female genital mutilation and of who to make a referral to if she has a concern. The premises are clean, tidy and secure and children are appropriately supervised at all times.

What does the setting need to do to improve?

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

- introduce more learning strategies to help children develop their language skills further, especially the younger ones
- make better use of every opportunity that arises to promote children's independence.

Setting details

Unique reference number	EY423588
Local authority	Bristol City of
Inspection number	10235516
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 December 2016

Information about this early years setting

The childminder registered in March 2011. She lives in Whitchurch, Bristol. The childminder works for three days each week. The childminder holds an appropriate qualification in childcare at level 3.

Information about this inspection

Inspector

Stella Orfanidou

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The childminder and the inspector completed a learning discussion together to explore the childminder's intentions for children's learning.
- The inspector observed a planned group activity and the interactions between the childminder 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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