

Childminder report

Inspection date: 28 April 2025

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

What is it like to attend this early years setting?

The provision is outstanding

The highly experienced childminder and her assistants create a nurturing environment where children flourish. They all understand the needs of children exceptionally well and use this knowledge to plan a curriculum that is ambitious for all children. Children develop excellent skills in listening, attention and concentration. Children are happy, confident, secure and well cared for in their care. They provide children with numerous opportunities to explore a range of environments, which ignite their curiosity and learning. Children experience an extensive and wide range of educationally focused outings. Visits to the woods, museums and community venues provide them with real-life experiences and support their physical health and well-being. Children enjoy exploring their surroundings and are highly curious about the natural world. They are keen to learn that they can eat some plants, while some will make them unwell. They enjoy blowing dandelions and follow them as they float in the air.

The childminder and her assistants provide children with exceptionally high-quality interactions throughout the day. Children learn a vast number of words for their age. For example, they confidently talk about planets and constellations. The childminder and her assistants praise children as they instinctively solve problems. For instance, they find a spider in water and consider how they can get the spider out and return it safely to the ground.

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

- The childminder is an inspirational leader whose infectious passion and dedication to her work demands only the best for children. She communicates this very well to her assistants. All staff share her vision and excel in all aspects of their work.
- The curriculum is ambitious and well planned. The childminder and her assistants are highly reflective of their practice. They identify precisely what children need to learn, and ensure that they build on what they know and can do already. From this, they skilfully identify areas that can be further enhanced to maintain the already high-quality provision.
- The childminder and her assistants work incredibly well alongside each other to ensure that children are given the individual care and attention they need to thrive. They make the most of every opportunity to build on children's prior knowledge through high-quality questioning and discussion. Children are keen to learn about a wide range of topics and recall information exceptionally well. All children make excellent progress across all areas of the curriculum.
- The childminder and her assistants use their questioning skills exceptionally well to encourage children to recall information and experiences from outings. This helps children to develop links in their learning and widens their understanding

of the world. They are superb role models to children. They sensitively discuss with children how their actions might affect others. Children are kind to each other and cooperate extremely well as they play.

- Assistants feel extremely well supported and are keen to extend their knowledge and skills at every opportunity. The childminder carefully monitors their practice and skilfully provides them with regular feedback to ensure a consistent approach to the implementation of the curriculum. She encourages them to access training opportunities to develop their knowledge and understanding. For instance, they enrolled on a detailed national course to deepen their understanding of children's learning and development.
- The childminder and her assistants give high priority to supporting children's communication and language skills. They constantly talk to children about what they are doing, competently asking probing questions and introducing new vocabulary, such as 'pipette', 'barb', 'pollen' and 'potions'.
- The childminder and her assistants know the importance of reading frequently to children and engaging them in stories. Children confidently retell and recall familiar tales. Each week, children visit a local charity shop, chose a book and are supported to re-enact parts of the story. This helps children to remember the story and embed it in their memory.
- Partnerships with parents are excellent. They comment on how the strong systems in place help to ensure that their children settle incredibly quickly. Parents talk about the 'exceptional' care their children receive and the 'home-from-home' environment. They are very fond of the childminder and her assistants and state their delight that the care they provide is calm and nourishing. The childminder works collaboratively with the parents of children who need additional support, to enable them to access professional services and act on any advice.
- The childminder supports children who will move on to the next stage of their learning. She has established close links with local schools and settings, and works very collaboratively with them to help children make the smoothest transition possible.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY424166
Local authority	Bristol City of
Inspection number	10394546
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 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	11 September 2019

Information about this early years setting

The childminder registered in 2011 and lives in the Knowle area of Bristol. She operates her childminding provision during term time only from 8am to 6pm, Monday to Thursday, except for family holidays. The childminder holds an appropriate childcare qualification at level 3 and works alongside two assistants. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- The inspector and the childminder discussed the intent of the childminder's curriculum.
- The inspector carried out an observation of an activity and discussed this with the childminder.
- The inspector spoke to the childminder's assistants during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with 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.

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