

Childminder report

Inspection date: 27 January 2020

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 provides children with a calm and relaxed environment where they feel safe and secure. Children are very happy and settled in the childminder's care. She provides children with a variety of stimulating activities and experiences to extend their interests. Resources are organised at children's level to support them to make choices within their play. For example, younger children show concentration and determination as they transport wooden curtain rings onto a stand. Children have developed positive attachments with the childminder and other children at the setting. The childminder develops children's understanding of boundaries and encourages children to behave well during their play. For example, she sensitively supports children to take turns and share the resources. The childminder is a positive role model for children and treats them with respect. She gives children continuous encouragement and praise for their achievements. As a result, children's confidence and self-esteem are increased.

The childminder has formed effective partnerships with parents. She uses verbal and written communication to share children's learning and progress. The childminder provides parents with a daily diary outlining their child's individual care information. Parents are involved in their child's learning. For example, children enjoy taking 'Dougie' the teddy bear home to share in experiences with their families. They show delight in showing the other children their photographs of Dougie in their home, and reading the comments their parents have written. The childminder works with parents to ensure each child has developed all the necessary skills needed for the next stage in their learning.

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

- The childminder skilfully develops children's understanding of shape and spaces. For example, children show motivation to build different constructions for their cars out of bricks. The childminder uses effective interactions to successfully promote children's learning. For instance, she supports children to think about how they can make their models wider to fit two cars in. The childminder promotes a can-do attitude and encourages children to have a go.
- Children benefit from spending quality time outside. They have plenty of fresh air and exercise. Children particularly enjoy exploring the mud kitchen. They work collaboratively to fill up buckets of mud, using spoons and spades, to create delicious mud pies. The childminder provides children with opportunities to enhance their physical development, such as swinging on the large tyre swing and climbing up the steps to the slide.
- The childminder enthusiastically joins in with children's role play and supports their imagination well. For example, children benefit from using real ingredients in their kitchen role play to develop their understanding of different textures.

The childminder enhances children's learning by extending their play. For instance, she shows children the crunchy sound they can make if they press the sugar with a spoon. She explains to children that it is similar to the sound they experienced recently when they walked on the icy footpath. As a result, children successfully build on what they already know.

- Children receive tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. The childminder works closely with parents to gather detailed information about their children before they start. Parents describe the setting as 'very peaceful and safe'. They comment on the progress their children have made since starting with the childminder.
- The childminder plans regular opportunities for children to explore the local community. For example, they often go out for walks, use the local bus and benefit from trips to the park. She also takes children to regular toddler sessions to meet with other childminders as this supports children's socialisation and friendships further. However, the childminder has not fully considered how she can optimise children's knowledge of people and communities beyond their own, to achieve the highest levels of learning.
- The childminder supports children's love of books. She uses different intonation in her voice to keep the story exciting. Children benefit from using props to develop their interest in a variety of stories and songs. Although children are confident learners, sometimes the childminder misses opportunities to maintain all children's attention and focus during group times. As a result, children become disengaged and restless.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She has completed appropriate training to secure her understanding of child protection, including wider safeguarding procedures such as protecting children who may be exposed to extremist views. The childminder is fully aware of how to report any concerns regarding children's welfare. She receives updates from the local authority to ensure she is kept up to date with guidance and legislation. The childminder follows good hygiene practices and uses effective risk assessments to ensure children are safe and secure within her home and on outings.

What does the setting need to do to improve?

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

- develop further opportunities to widen children's experiences in order to support their knowledge and understanding of people, families and communities beyond their own

- review the organisation of group activities to ensure all children remain engaged and focused to maximise their learning.

Setting details

Unique reference number	EY430964
Local authority	Bristol City of
Inspection number	10061796
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	4
Number of children on roll	5
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 2011. She lives in Headley Park, Bristol. The childminding service operates from 8am until 6pm each weekday, except Thursday, throughout the year. The childminder has an early years qualification at level 3.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- Discussions took place between the inspector and the childminder at convenient times during the inspection.
- Written feedback from parents was gathered and the inspector took account of their views.
- A joint observation was carried out by the inspector and the childminder.
- Interactions were observed indoors and outdoors by the inspector, and the impact on children's learning was assessed.
- A range of documentation was sampled by the inspector, including children's development records, suitability checks, and policies and procedures such as safeguarding and risk assessment.

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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