

Childminder report

Inspection date: 3 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children build strong and beneficial relationships with the childminder, her co-childminder and the rest of her family. They are very happy and settled and thrive in the childminder's provision. She leads by example and treats children with kindness and respect. Young children behave extremely well and learn to share and take turns with toys. The childminder has focused closely on supporting children's social skills, particularly due to the reduced opportunities they have had because of the COVID-19 pandemic. Gaps in children's social and emotional development have closed or are closing rapidly, particularly the older children. They have formed strong and beneficial friendships. Children play cooperatively and show thoughtful and considerate behaviour towards each other. They gain valuable skills for their move on to school.

The childminder has high aspirations for children. She gives them time to tackle new tasks or problems they encounter, inspiring their confidence effectively and encouraging them to 'have a go'. Children try out their ideas and work out solutions. They develop a very good sense of responsibility and excellent independence and personal care skills for their age. Children persevere very well, keen to do tasks for themselves. They conscientiously put toys away and help to tidy and clean the table ready for mealtimes.

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

- The childminder and her co-childminder work as an effective team. They set out their provision with a highly organised range of stimulating resources and activities. They carefully evaluate their provision and analyse how children use the areas. They work out what works best and maximise the opportunities for children to make choices. Children delight in exploring independently, confidently selecting items to add to their play and following their interests readily.
- The childminder carefully monitors children's development through frequent observations. She identifies any gaps and works closely with her co-childminder, making plans for each child to help them achieve the next steps in their learning. All children make good progress. Their personal, social, and emotional development are particularly high, and they have strong and positive attitudes to learning.
- Partnerships with parents are strong. The childminder and her co-childminder are constantly enhancing the ways they work with parents. Their new website, daily chats and frequent messages, as well as regular meetings to share children's development, all promote a highly collaborative approach to supporting children's individual needs. Parents are very complimentary about the childminder and her co-childminder and the work they do for their children.
- Overall, the childminder supports children's communication well. She encourages

them to listen and take turns in conversation. The childminder gives them time to answer questions and to discuss their ideas. However, she does not consistently role model speech sounds and words clearly and consistently to children, to develop their language skills as much and as quickly as possible.

- The childminder and her co-childminder promote children's healthy lifestyles. They take children out in the local area to explore woodlands and parks. Children are inspired to learn about nature. The childminder grows a range of items with them in her garden. Older children knowledgeably name herbs and excitedly check if the daffodils have flowered yet. Children enjoy the healthy meals provided. The childminder ensures their dietary requirements are carefully and consistently adhered to.
- Children very much enjoy the inspiring creative opportunities available to them. They have fun making marks with bright, colourful chalks, mixing these with water to create paints. Children explore play dough and they build and create structures with different construction toys, developing their coordination skills well. They relish exploring different materials to create faces and puppets, knowledgeably counting and naming features. Children discuss emotions as they talk about happy or sad faces and explore these further as they act out scenarios with their finished puppets.
- The childminder works hard to provide an inclusive provision where each child feels included. She offers an unbiased approach and broadens children's knowledge of the world and current events very effectively, in an age-appropriate way. The childminder sensitively introduces ideas, such as how donations to charities can provide help to people that are homeless in other countries.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out thorough risk assessments on her home and when on outings to help maintain children's safety and security. She monitors and supports children closely while also ensuring they have the freedom to explore independently and develop their confidence and skills. The childminder offers children timely explanations and reminders to help them learn about hazards and risks. They adapt their actions accordingly and learn to be mindful of the needs of others. The childminder has an in-depth understanding of child protection issues and knows the correct procedure to follow to keep children safe. She ensures she keeps abreast of any changes and refreshes her knowledge regularly through training.

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 for children to hear words and key sounds clearly and develop their speech as quickly as possible.

Setting details

Unique reference number	EY442505
Local authority	South Gloucestershire
Inspection number	10209409
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	19 October 2015

Information about this early years setting

The childminder registered in 2012 and lives in Bradley Stoke, South Gloucestershire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years professional status. She provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 provision.
- 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, the childminder and her co-childminder, and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages.
- 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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