

Childminder report

Inspection date: 29 January 2025

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

Children feel happy and secure in the nurturing environment the childminder has created. She helps them feel safe and settled in her care, recognising the positive influence strong bonds have on their learning and development. She has created a clear routine that children know and follow well. Children of all ages make strong progress in their learning and development. The childminder has created a good curriculum that provides children with a variety of learning opportunities and prepares them well for the next stage of learning. Pre-school children are supported to build confidence in mathematics and count confidently up to 30. They recognise and write numerals, such as four and five, and some older children write their own name.

Younger children develop their hand-eye coordination as they complete a threading activity, guided by the childminder, to pass thread through small holes. Children are curious and engaged learners, concentrating during play. They explore a purse, opening and closing the zip and inserting and removing toy plastic cards, developing their finger and hand dexterity. All children enjoy many opportunities to develop their creative skills in imaginative play scenarios, such as pretending to call their family on a toy phone, saying 'hello' and explaining what they are doing.

The childminder builds children's social skills and knowledge of the local area and its history during trips to local castles and museums. Weekly visits to a soft-play park support children in building their physical skills, such as running, rolling and climbing.

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

- The childminder has a strong focus on teaching children about animals and nature. As they watch a squirrel eat from a feeder on the window, children learn about animals and their diet. The childminder builds on their prior knowledge and empathy by explaining that in winter, animals and birds struggle to find food. While making seed balls to feed the birds, children develop their understanding of local nature and habitat conservation. Younger children learn to identify body parts, pointing to the squirrel's belly and then their own tummy.
- Parents feed back that communication is effective and children make good progress in the childminder's care. They report that the childminder has developed a warm and friendly home-from-home environment that children love to attend. They feel they are kept up to date with the activities their children do and their development. Parents enjoy receiving their children's artwork and seeing photos of what their children have been learning. The childminder encourages parents to talk about these with their children at home for a consistent approach to their development.

- The childminder understands the importance of children developing their independence skills. Children have learned to put on their aprons before painting activities, and older children can unbutton their cardigans. However, at times, the childminder does not encourage children to attempt self-care tasks for themselves. For example, she wipes older children's hands and face with a cloth and peels their fruit during snack times. This limits the occasions for children to develop and practise their own independence skills.
- Children are curious and engaged in their play. Young children concentrate for extended periods of time during activities, focusing well as they decorate paper lanterns with paint. The childminder guides children to develop their manners and be polite, reminding them to say 'no thank you' and 'please'. Children play well together and develop good friendships.
- Children of all ages communicate with confidence. Young children enjoy conversations with the childminder, and older children speak sentences with 15 words. On a digital display, the childminder shows the children pictures of them and the things they have done, like going to the park or aquarium. This helps start conversations with children about what they know and can do. The childminder speaks in a clear voice and gives children time to think and answer, which helps them learn new words and develops their language further. Children learn about rhymes and repeat captions such as 'foxes sit on boxes' and 'crickets sit on tickets'.
- The childminder aims to provide inclusive care and education to all children. She builds strong relationships with children, their parents and the wider community, including schools and local services.
- The childminder recognises her own strengths, for example the strong progress children make with her clear routine and the guidance she offers so that children build positive relationships. At times, the childminder does not consistently use her self-evaluation process effectively to identify areas to develop to benefit children's overall learning.

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:

- further extend children's self-care skills to support their independence even more
- use the self-evaluation process more effectively to further identify areas to develop to benefit children's overall learning.

Setting details

Unique reference number	EY445911
Local authority	Bristol City of
Inspection number	10376157
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	4
Number of children on roll	5
Date of previous inspection	20 May 2019

Information about this early years setting

The childminder registered in 2012 and operates all year round, from 7.30am to 6pm, Monday to Thursday. The childminder lives in Bristol. She holds a relevant qualification at level 2. She provides government funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- The inspector spoke with the childminder and the children during the inspection.
- The inspector observed the quality of the curriculum during activities and assessed the impact that this has on the children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and the people living in her home.
- The inspector read parent feedback during the inspection and took account of their views.

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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