

Childminder report

Inspection date:

8 November 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is kind and thoughtful. She provides children with a nurturing and relaxed environment. Children build beneficial relationships with the childminder and her daughter, who works as her co-childminder. Parents say the childminders are like 'family' and have been a huge support to them. Children gain useful social skills. The childminder interacts with them in a friendly and responsive way. Children behave well. Any minor disagreements are quickly resolved, due to the prompt interaction from the childminder and her positive encouragement. Children begin to share toys and enjoy the company of the other children.

The childminder thinks about what she can provide for children and sets out her home with stimulating areas and activities. Older babies relish the freedom to toddle about and investigate different toys. Children learn about the similarities and differences between themselves and others. They are interested as the childminder reads them a book about different families. She sensitively encourages children to talk about their own families. Children learn to appreciate their different circumstances and the unique family structures that they all have. Children make good progress and learn useful skills that prepare them for the future. Parents say their children have developed so much, and they appreciate the enjoyable educational activities the childminders provide.

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

- The childminder collaborates closely with her co-childminder. They gather the views of parents to help them evaluate their practice and identify areas for development. They work well together and share the same vision to provide a quality provision for children and their families. The childminder links with local advisers and other childminders to keep up to date with guidance and acquire good practice ideas. She uses her memberships with professional organisations to undertake training to refresh her knowledge and develop practice further.
- The childminder and her co-childminder work closely and effectively with parents. They keep them very well informed about all aspects of their provision. They also gather information about children's routines and interests at home. They use this information to complement the care and education that they provide in the setting. Parents are very positive about the advice and support the childminder provides. They say that they feel very well informed and receive lots of ideas to help them support their children's learning at home.
- The childminder is knowledgeable about what the children know and can do. She uses her observations and assessments of children to plan an effective curriculum which incorporates each child's next steps in learning. However, occasionally, the childminder and her co-childminder do not adapt activities to match all the children's differing interests and current fascinations. This means

that, at times, some of the children's involvement and learning do not develop as much as possible.

- Children develop their skills well in enjoyable games with the childminders in the garden. They enjoy using the equipment, such as swings, building their strength and coordination. They play 'What's the time, Mr Wolf?' and squeal and giggle as they get chased at 'dinner time'. The childminder ensures the games offer challenge for children. Children count out their steps with the childminder and develop their confidence as they take a turn to be 'Mr Wolf'.
- Children enjoy singing songs with the childminder, having fun and learning about healthy lifestyles. They learn how to look after their bodies, for example, as they sing a toothbrushing song. Children speak with increasing confidence. The childminder patiently gives them time to think and respond, and children begin to develop their conversation skills. However, the childminder does not always consider the impact of distractions in the environment, such as music and background noise, on younger children's communication and concentration.
- Children enjoy the childminder joining them in their play or sharing a storybook. They develop an appreciation of nature as they learn about insects and their different characteristics. Children proudly have a go at forming the initial letter of their name to label their pictures, showing good coordination. The childminder builds their confidence and offers them useful tips to help their success.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out thorough risk assessments on her home. She keeps it clean and well organised. She is constantly mindful of babies' and young children's safety. She monitors and supports them closely, while also ensuring they have the freedom to explore independently and develop their confidence and skills. The childminder has an in-depth understanding of the child protection issues that may affect children's well-being and welfare. She knows the correct procedure to follow to keep children safe. She ensures she keeps abreast of any changes and refreshes her knowledge regularly by undertaking a range of relevant child protection training.

What does the setting need to do to improve?

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

- review and adapt activities to support all the children's interests even more closely, developing their involvement and skills as much as possible
- consider the impact of distractions in the environment more carefully and focus on developing children's communication and concentration skills to the highest level.

Setting details

Unique reference number	EY448151
Local authority	Bristol City of
Inspection number	10235811
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	6
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Southmead, Bristol. She works with her daughter, who is also a registered childminder. They operate 8am to 5pm, Tuesday to Thursday, mostly all year round, except for their own family holidays taken during some school holidays. The childminder holds an appropriate qualification at level 3. The childminder is in receipt of early education funding for children aged two and three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the childminder received 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 setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder, her co-childminder and the inspector evaluated the effectiveness of two activities together.
- The inspector observed the children and the childminder and her co-childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views on the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. 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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