

Childminder report

Inspection date:

8 November 2022

Overall effectiveness	Good
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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

Children flourish in the nurturing environment that the childminder and her co-childminder provide. Their confidence grows through the trusting relationships they build with them. The childminder is patient and attentive. Children learn to listen and respect what the childminder has to say. They think and consider her timely explanations, changing their actions and sharing toys. Children begin to appreciate the needs of others and build beneficial early friendships.

The childminder works with her co-childminder to plan an interesting and relevant curriculum. They know children well. Through their observations of them they assess what children can do and what they need to learn next. They offer activities that motivate children to develop their skills. For example, they help children progress their physical skills and broaden their understanding of the world. Children develop their dexterity as they persevere to thread food items and create a circular-shaped bird feeder to hang on the tree in the garden. The childminder extends their learning with pictures of birds and instructions for the activity, referring to these and modelling to children how to use different forms of print as a source of information. Children make good progress and show positive attitudes to learning and developing their skills.

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

- The childminder and her co-childminder work closely with parents and develop a strong two-way flow of information. Parents comment very positively and say that the childminders have great communication and organisation. Parents really appreciate the way the childminders share their plans so that parents can continue the support for children's learning at home.
- The childminder encourages children to be independent. She offers ideas, techniques and praise as children do things for themselves. This builds children's confidence and willingness to have a go effectively. Young children persevere to put their socks on, even when they find this tricky. Children start to lead their own self-care, such as wiping their noses and using the toilet. Children develop key skills that give them a good start for their future.
- The childminder identifies any gaps in children's learning, making plans for each child to help them to achieve their next steps. She uses her knowledge of the children to help them learn and develop their skills. At times, she introduces interesting and relevant challenges as children play and explore. However, the childminder and her co-childminder do not consistently adapt activities to follow all the children's interests and current fascinations. This means that, at times, some of the children's involvement and learning does not develop as much as possible.
- Children are curious and keen to explore. They enjoy being active outside and

play imaginatively with sand, creating mixes in the garden. The childminder sensitively joins their play, and the children bring her different 'dishes'. She encourages them to talk about their creations. Children discuss the 'tomato soup' they have made and say that it is 'hot'. The childminder helps them think about how they could cool it down. Children show good understanding as they say they would 'blow on it'.

- Older babies show confidence to communicate. They babble and point to convey their meaning as the childminder supports them at lunchtime. Children speak with increasing confidence and begin to develop their conversation skills. However, the childminder and her co-childminder do not always consider the impact of distractions in the environment, such as music and noise, and how these can affect younger children's communication and concentration.
- The childminder works closely and effectively with her co-childminder, beneficially using their strengths to work as a successful team. They jointly evaluate their practice and provision, gathering the views of parents and making changes to benefit the children in their care. The childminder undertakes a range of online training to develop her knowledge and skills further and to help enhance her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what actions to take if she has a concern about a child's safety. She renews her safeguarding knowledge through a range of appropriate training. She ensures any risks to children's welfare are minimised. She works closely with her co-childminder to carefully consider all areas of their provision, eliminating hazards to ensure that children can play safely. They have strong procedures for outings and trips out into the local community, making sure children are safe and well cared for.

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	EY448158
Local authority	Bristol City of
Inspection number	10235812
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. She works with her mother, who is also a registered childminder. They run their childminding business from her mother's house, which is situated in Southmead, Bristol. 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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