

Childminder report

Inspection date: 27 June 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

The childminder creates an inclusive environment, where she recognises and respects each child as an individual. She actively seeks and listens to children's views, using their input to inform the planning of engaging activities and purposeful outings. As a result, children feel valued and demonstrate confidence in making choices about their daily experiences. They show good levels of independence, which supports their personal and social development effectively.

The childminder prioritises outdoor learning and embeds nature at the heart of her curriculum. She plans and delivers purposeful, age-appropriate activities that enable children to explore key concepts, such as life cycles, nutrition, environmental care, and responsibility for living things. This consistent focus on outdoor learning fosters children's resilience, curiosity and empathy. Children develop a strong sense of belonging as they engage meaningfully with the natural world.

Children benefit from well-planned daily outings that promote active learning. During a visit to the allotment, they show high levels of engagement as they enthusiastically fill watering cans and tend to produce, such as tomatoes and cucumbers. They confidently use mathematical language, comparing weight using precise vocabulary like 'heavier' and 'lighter'. This consistent application of mathematical reasoning demonstrates secure understanding. The childminder skilfully extends learning, prompting children to problem solve. For example, suggesting they pour out water to lighten their cans, effectively promoting independent thinking and deepening their understanding.

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

- The childminder uses the natural world to extend children's thinking. For example, she encourages children to listen intently to birdsong and supports them in developing observational skills. When a bird flies overhead, she promptly invites the children to identify it. She responds to their ideas with clear, well-informed explanations, gently enriching their vocabulary by introducing descriptive language, such as the markings and flight pattern of a magpie. This demonstrates a good understanding of how to challenge and extend learning through engaging, outdoor experiences.
- Children form warm and secure relationships with the childminder, who models positive behaviour and encourages respectful interactions. Children generally behave well and begin to use good manners, such as saying please and thank you, supporting their readiness for the next stage in their education. However, the childminder does not always apply behaviour expectations consistently during play. For example, when asked to tidy up, some children refuse, and the

childminder completes the task herself. This gives children mixed messages and limits their ability to develop self-discipline and follow instructions reliably.

- The childminder promotes sustainability with clear intent through real-world, hands-on experiences that deepen children's understanding of food systems. She introduces precise vocabulary in context, confidently explaining concepts, like nutrients, sunlight and water. She scaffolds learning effectively, guiding children to identify vegetables and understand the conditions for healthy growth. She makes purposeful links between food, health and nutrition, strengthening children's knowledge and sparking curiosity about the natural world.
- Children show good levels of creativity and strong hand-eye coordination as they make pretend tea, confidently mixing, stirring and spooning herbs and beans into a pot. They develop secure physical skills, with parents noting their children's 'impressive stamina for walking'. Children build core strength and improve coordination as they actively bend, stretch and spin on rope swings suspended from trees. The childminder supports children's emerging independence and their understanding of how to keep themselves safe. For example, talking about sun safety and why it is important.
- The childminder shows a strong commitment to professional development, actively seeking training to extend her knowledge and improve practice. She reflects thoughtfully on her role, making purposeful changes that enhance the quality of provision. She organises the environment to inspire curiosity and sustain children's engagement. She maintains effective partnerships with other settings and schools, ensuring a consistent, coordinated approach to each child's learning journey.
- The childminder creates a warm, inclusive environment and builds strong relationships with families. She involves parents closely in their child's learning. Parents praise the regular outings to woods and local museums, which enrich children's cultural understanding. The childminder keeps parents well informed through regular assessments and progress checks. These strong partnerships support children's ongoing development.

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:

- apply behaviour expectations consistently during play so that children receive clear and consistent messages that support their ability to follow instructions reliably.

Setting details

Unique reference number	EY452511
Local authority	Bristol City of
Inspection number	10399102
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	3
Number of children on roll	6
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 2013 and lives in Brislington, Bristol. She operates from Tuesday to Friday, from 8am to 6pm, all year round, except for bank holidays. The childminder is a qualified teacher. The childminder offers government funded places.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided outside and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation with the childminder of children at play in the garden and discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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