

# Childminder report

---

Inspection date: 17 September 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in the care of this kind and caring childminder. She is enthusiastic in her role and takes pride in providing children with high-quality experiences. She takes children on regular walks in the local area, designed to help the children be curious about the world around them. For example, children learn to find numbers on doors and letters on road signs. They count cars and learn the names of different types of vehicles. Children demonstrate a good vocabulary for their age. The childminder ensures that there are a good range of easily accessible toys and books available in the house and garden. Children confidently select their favourite toys, such as a wooden train set. They carefully clip the pieces of the track together and push the train along with the childminder. Children are excited by their learning and become deeply immersed in their activities.

The childminder takes supporting children to be healthy very seriously. She supports children to learn the importance of a varied diet and provides a range of fresh fruit and vegetables for them to try. Children are physically active throughout the day. For example, they play with balls and learn how to rock on a see-saw. The childminder recognises when children need additional support. She works well with her co-childminders to provide specific activities to help children with special educational needs and/or disabilities make good progress in their physical development.

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

- The childminder has put in place an exciting curriculum that is based on practical experiences. Children take part in meaningful learning in all areas of the early years foundation stage curriculum. For instance, the childminder encourages children to experiment with different objects and materials to help with their understanding of the world. Children carry out simple investigations, such as exploring how to make bubbles by carefully pouring soapy water in jugs from varying heights.
- Children's mathematical development is good. The childminder effectively teaches children about mathematical concepts and language as they play. Children find out about the names and properties of shapes as they play with puzzles. They persevere as the childminder supports them to understand how to sort them according to size. The childminder supports children to effectively solve problems from a very young age.
- The childminder has a good understanding of the way children learn. She watches children carefully as they play and lets them make their own decisions. However, she does not always engage children in conversation when they are playing outdoors, in order to support them in developing their language and communication skills.

- Children demonstrate resilience and persevere with new tasks. For instance, older babies practise climbing the steps on a slide in the garden until they are confident to complete it independently. The childminder offers support and encouragement, and shares in children's delight as they master the technique.
- Children respond very well to the routines in place at the setting. They enjoy being helpful and demonstrate very good skills for their ages in tidying up. Children welcome the opportunity to support the childminder in daily activities. However, at times, the childminder completes simple tasks for children without encouraging them to do it for themselves.
- The childminder ensures that there is a calm and purposeful atmosphere. She has high expectations of children's behaviour and helps them to develop a sense of right and wrong. She works well with her co-childminders to provide a consistent approach to supporting children to manage their feelings.
- The childminder takes great pride in building positive relationships with parents. She ensures that there is a thorough settling-in process for new children and keeps parents well informed of their child's progress. Parents comment on how well the childminder provides for children's emotional well-being and the warm relationships the children have with her.
- The childminder is passionate about her role as an early years educator. She takes part in regular training to keep her knowledge up to date. For instance, she has recently completed a level 3 course on developing outdoor practice in early years settings. She reflects on the positive impact that this has had, particularly in children developing their problem-solving skills when playing outdoors.

## 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:**

- support children to develop their language and communication skills further, especially when playing outdoors
- encourage children to take responsibility for more of their own personal care needs, to develop their independence even further.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY455441                                                                          |
| <b>Local authority</b>                             | Bristol City of                                                                   |
| <b>Inspection number</b>                           | 10232984                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 9                                                                                 |
| <b>Date of previous inspection</b>                 | 8 November 2018                                                                   |

## Information about this early years setting

The childminder registered in 2013. She works from a co-childminder's house in the Knowle area of Bristol. She works Tuesdays to Thursdays from 8.15am to 5.30pm, all year round. The childminder is in receipt of funding for free early years education.

## Information about this inspection

### Inspector

Leanne Edge

### Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024