

Childminder report

Inspection date:

5 September 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children show they are safe and well settled in the childminder's care. They have formed secure attachments with the childminder and confidently seek her for support when needed. Children happily explore their environment, making choices about what they want to play with, and they engage with purpose.

The childminder constructs and implements a curriculum tailored to the needs of the children she cares for. She knows all the children very well and encourages their learning in ways best to excite and engage them successfully. The childminder has a big focus on supporting self-confidence and independence for all children, especially those who are in their pre-school year. For example, children put on their own shoes before they go in the garden, and they help to prepare their meals.

Children display very good behaviour. They play well together and are accepting of younger children in their play. For example, when they create structures with magnetic shapes, they discuss what they are making with their peers and the childminder. The childminder facilitates their ideas and asks them to think about what other shapes they could use to construct the 'roof'. When children need a piece their friend has, they kindly ask if they can use it. When younger children attempt to touch their structure, they calmly say 'no' and pass them another object to play with. The childminder is close by and quickly identifies when younger children require support.

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

- The childminder is aware of the effect that the COVID-19 pandemic has had on children in her care. She quickly identifies the gaps in children's learning. She uses her knowledge and the support of external agencies to help support children to catch up and develop in their learning. For example, the childminder gives children time to process and respond to language. When they mispronounce words, she repeats the word back to them correctly. Children make good progress from their starting points.
- Children are keen to learn, and they engage intently with activities provided. The childminder plays with the children and models activities. When older children engage with wooden blocks, she introduces mathematical language such as 'symmetry' and talks to the children about how they can make the blocks symmetrical. However, at times, the childminder does not adapt her curriculum so that younger children can engage successfully. For example, when younger children join to explore the blocks, the childminder offers a block to them but does not model an alternative activity to meet their developmental level. Younger children do not always have consistent learning opportunities tailored to their needs.

- The childminder integrates children into the local community. They regularly access the local woods, where she creates forest school activities and children can develop their physical skills by climbing trees and digging in the mud. They also attend a weekly toddler group, where children get the opportunity to mix with other children and explore new resources. Children are confident to play and learn in a variety of environments.
- The childminder encourages older children to sit and listen to a story about their feelings. Children concentrate well and are eager to hear the story. The childminder asks children questions during the story, and they confidently respond. They say they are 'happy' today. However, the childminder does not consistently use opportunities that arise to extend children's learning. When children say how they feel, she does not always ask why or what makes them feel the way they do. The childminder does not always enhance children's learning to develop their thinking even further.
- The childminder has good partnerships with parents. Parents report they are very happy with the care and learning their children receive while in the childminder's care. They speak of the 'amazing' support their children receive. Children are happy to attend and love being at the childminder's setting. Families are well supported.
- The childminder instils within children the importance of hygiene routines from a young age. Children independently wash their hands before mealtimes, and the childminder wipes young children's hands. When providing caregiving routines, the childminder says to young children, 'We need to change your nappy'. She talks to them throughout about what she is doing and the importance of being clean. Older children use the toilet area independently, and the childminder ensures that they have privacy, remaining close by in case they need support. The childminder washes her hands regularly to model the importance of hygiene. All children learn the importance of hygiene routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the importance of her role and responsibility to help keep children safe. She has a robust system in place for recording any concerns she may have. She recognises the signs and symptoms that may be indicators that a child is at risk. The childminder is aware of the external agencies she can contact should she need support regarding a child's welfare. She is aware of how to manage and report any allegations that may be made against her or household members. The childminder provides a safe and secure environment for children to play and learn.

What does the setting need to do to improve?

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

- support younger children more effectively during focused activities to ensure they receive consistent learning opportunities appropriate to their developmental level
- extend learning consistently, particularly for older children, to help them develop their thinking and strengthen their learning even further.

Setting details

Unique reference number	EY476280
Local authority	Bristol City of
Inspection number	10306783
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 13
Total number of places	4
Number of children on roll	11
Date of previous inspection	26 February 2020

Information about this early years setting

The childminder registered in 2014. She lives in Broomhill, Bristol. She operates on Monday before- and after-school only. She provides care for all ages on Tuesday, Wednesday and Thursday, from 8am to 5.30pm, all year round. The childminder holds a degree in early childhood studies. She is in receipt of funding for early education for children aged three years.

Information about this inspection

Inspector

Sarah-Louise Clements

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 provider and has taken that into account in their evaluation of the provider.
- 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 inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the childminder.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023