

Childminder report

Inspection date: 26 February 2020

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 organises her setting well and offers a welcoming, stimulating and safe environment for children. Children are happy and well engaged throughout the day. They confidently make choices about their learning, independently accessing resources and moving freely between the different activities on offer. The childminder knows each child well and offers purposeful interaction to build on what they know and can do. For instance, she sensitively encourages younger children to develop confidence on their feet and helps older children to recognise colours as they paint.

Support for children's language development is strong. For example, the childminder speaks clearly, and consistently introduces new words and descriptive language to help build on children's vocabulary. She uses simple sign language alongside spoken words, to help progress their communication even further. Children are confident communicators.

Children know and follow boundaries well from an early age. The childminder supports children to be kind and respectful towards one another, and to look after the toys and the environment. She teaches them to share and take turns through clear and consistent rules, and guides them to resolve conflicts. She is kind, patient and sensitive to children's emotional needs. Children develop strong bonds with her.

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

- The childminder makes good use of the local area to broaden the range of learning experiences for the children. For example, they regularly visit children's centres to take part in a range of play-based activities. This helps children to socialise within a wider group and develop their confidence in new situations. The childminder takes children to an exciting movement class each week to help enhance their physical skills. Children have opportunities to develop their understanding of their community and the wider world.
- The childminder monitors children's progress effectively, and clearly identifies individual next steps in learning. She provides suitable challenges throughout the day to support their good progress. However, on occasions, she misses opportunities to adapt resources and activities to extend younger children's exploration and their emerging interests as fully as possible.
- The childminder extends children's mathematical knowledge well. For instance, as she prepares their snack she introduces the concept of half and quarter to them. She regularly uses incidental opportunities to support children's counting skills, such as counting as they build a tower with objects. Children explore weight and quantity with scales as they play with coloured rice, and younger

children learn about size as they play with different containers.

- The childminder offers strong support for children's emotional well-being. Children have regular opportunities to reflect on their emotions. For instance, they explored 'mindfulness practice' and discussed what they could do if they were feeling upset. The childminder regularly uses the language of feelings to support children to express themselves and to empathise with one another.
- Children become increasingly independent, supported by the childminder who builds on their skills effectively. For instance, children tidy away their own coats and shoes and learn to use a knife to spread butter on their toast. The childminder has consistent routines, and children know what is coming next. This helps them to manage tasks independently and feel safe and secure.
- Partnerships with parents are strong. The childminder gathers useful information that helps her to know what children know and can do, and uses this effectively to plan and support their learning. For instance, parents commented on their child's ability to recognise double digit numbers at home. The childminder ensured this was planned into her activities to enhance their learning further. Parents comment that they are very happy with the care that their children receive and that children love to attend the setting.
- The childminder is committed to ongoing professional development to continually enhance her practice. She is currently studying towards a degree in education and hopes to build on her knowledge and expertise even more. Her studies have helped her to reflect and improve on her interactions with children further. She regularly communicates with other local professionals to gain advice and keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role in protecting children from possible harm. She keeps her knowledge up to date through regular training and is confident about current requirements and wider safeguarding issues. The childminder knows the local procedures for reporting any concerns she may have about a child's welfare. She knows how to identify and minimise risks, for example by making sure that children are using toys and equipment appropriately. She supports children's understanding of how to keep themselves safe, for example how to interact safely with dogs and what to do in an emergency.

What does the setting need to do to improve?

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

- adapt resources and activities to consistently extend younger children's exploration and their emerging interests.

Setting details

Unique reference number	EY476280
Local authority	Bristol City of
Inspection number	10061853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	4
Number of children on roll	12
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 2014. She lives in Broomhill, Bristol. Childminding takes place Monday to Wednesday from 7.30am until 6pm, and before- and after-school care only on Thursdays, all year round. The childminder holds a relevant qualification at level 4 and she is working towards a degree in education studies. She is in receipt of funding for early education for children aged three years.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The inspector had a tour of the areas of the home available to children and completed a learning walk with the childminder to discuss the organisation of the provision.
- The inspector observed the childminder's interactions with the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector spoke to the children and read parents' comments in children's learning records.
- The inspector sampled documents that evidence the childminder's qualifications.

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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