

Childminder report

Inspection date:

8 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children form good relationships with the caring childminder. She knows them well and plans a broad and balanced range of experiences. The childminder provides many opportunities for young children to become more confident in social situations following the COVID-19 pandemic, such as visits to the 'play hub'. She provides cuddles, reassurance and consistent praise to build children's self-esteem. Children feel safe. Babies are confident to engage the inspector in a game of peekaboo, as they know the childminder is close by.

Children enjoy investigating favourite toys. They persevere to fit the letters in the letterbox, showing good hand-to-eye coordination. Children confidently explore the 'latch board', opening and closing the various doors. Toddlers follow instructions well, such as lifting and twisting to open the latch. The childminder provides good commentary to young children's actions, which builds their developing language skills successfully. Toddlers respond well with sign language, as they learn animal names.

Babies confidently explore the rainwater, pulling themselves up using the tray stand. They splash with their hands and laugh when their faces get wet. The childminder introduces bubbles to the children's play. Toddlers are keen to investigate and pop them with their fingers, showing good small-muscle skills.

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

- The childminder plans the curriculum well. She thinks carefully about what children know and what they need to do next. She considers children's interests and provides opportunities for children to practice their new skills. For example, children love exploring different-sized and shaped balls, especially those that light up. They show curiosity in how some roll in straight lines, and some do not. The childminder interacts well to take children's learning further. For example, she demonstrates how the balls can roll down the guttering.
- The childminder organises the play environment well. She ensures young children are not overwhelmed with too much choice. She considers how to use space to enable babies to crawl safely, to pull themselves up and to cruise around the furniture to support their growing confidence in their movements.
- Children love sharing books. Toddlers respond well to questions, for example naming the animals and imitating their sounds. However, the childminder does not always engage babies and young toddlers at their level of understanding. Although the childminder removes toys from the floor to avoid distraction, she does not ensure she reduces noise levels to encourage better listening, for example by switching the radio off.
- Children behave well. The childminder uses age-appropriate strategies, for

example to help young children share and take turns. Children are reminded to be kind, and the childminder is a good role-model. Children receive regular encouragement and praise, for example as they persevere to add rings to the mug tree.

- Children learn how to keep themselves and their friends safe. They know not to climb on the furniture to retrieve balls. They use pointing and early speech to ask the childminder for help. The childminder is consistent in her expectations. She provides clear explanations so that children understand when some of their actions could cause potential harm, such as swinging the door.
- Children benefit from regular routines and anticipate what is going to happen next. They know that when they are sat at the table, it is time for their snack. Children enjoy a nutritional snack that meets their individual needs. For example, children make choices of which fruit to have before they have a bread stick.
- Care practices meet children's needs. There are good hygiene arrangements for example, when the childminder changes children's nappies. The childminder ensures she gains relevant information from parents regarding feeding, sleeping and nappy changes, and regularly reviews this with them.
- The childminder evaluates the provision well. She holds professional discussions with other childminders and carries out regular research to improve her practice. For example, she is exploring new ideas to ensure her youngest children have good opportunities to explore sensory materials.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good understanding of the signs children may be at risk of harm. She knows who to report any concerns to and would do so in a timely manner to protect children. The childminder has effective arrangements to ensure children are collected by known and authorised adults. The childminder uses her risk assessments effectively to ensure children remain safe on outings.

What does the setting need to do to improve?

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

- develop further opportunities for younger children to be fully engaged in story-telling activities
- review the noise levels in focused activities to encourage children's good listening.

Setting details

Unique reference number	EY480959
Local authority	Bristol City of
Inspection number	10216881
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	0 to 1
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 November 2021

Information about this early years setting

The childminder registered in 2014. She lives in St George's, Bristol. The childminder works Tuesday to Thursday, from 7.30am to 5.30pm, throughout the year.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and they discussed how she ensures the premises are safe and suitable.
- The childminder spoke with the inspector about how she organises the early years provision and what she intends children to learn.
- The inspector considered the written views of parents and spoke to children during the inspection.
- The inspector sampled some documentation.

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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