

Childminder report

Inspection date:

14 December 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely secure and happy. This is because the childminder balances her time and attention brilliantly well. The childminder provides warm and caring routines for the babies to help them settle and grow in confidence. The childminder wants children to be able to 'reach for the stars' and 'be ready for the world'. She creatively plans activities to carefully build on what children already know and can do. She skilfully adds new challenges to support their learning. This ensures children make excellent progress in all areas of the curriculum. Older children become quickly absorbed in play. This is because activities are incredibly well planned and set up in an inviting way. For example, older children select wooden blocks as the childminder has been teaching them about patterns and how buildings are structured. They concentrate hard as they develop their thinking about patterns and structures. Babies explore a sensory basket. The childminder skilfully supports their confidence and language development as she labels and describes the items for the babies.

Children behave exceptionally well. They focus deeply during activities. Children persevere even when some skills are difficult to master. The childminder is very mindful of their efforts. She sensitively supports them through praise, and offers suggestions to extend their thinking. Children feel extremely safe and secure. The childminder provides a calm routine that skilfully supports children to be independent. They know what the childminder expects of them. For example, when it is snack time, children help tidy up. They then gleefully go to wash their hands before sitting at the table.

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

- The childminder is incredibly ambitious for all children to succeed. She continuously reflects on her practice. She attends training to build on her skills, as she identifies areas for development. This ensures her provision meets each child's needs above and beyond what is expected. For example, the childminder is attending a quality accreditation award with the local authority. She adapts her practice as she learns. The childminder creates action plans to improve learning outcomes for the children. She implements these changes in a thoughtful and planned way. She recently reflected on how she helps children learn about mathematics. She has successfully weaved all areas of mathematics into the children's activities and routines.
- Children develop excellent communication and language skills. The childminder embeds stories and books throughout the children's time with her. She uses the stories to develop children's understanding and love of literacy. For example, older children show an interest in letters and words. They point out familiar words in books. The childminder also uses stories to build on children's

knowledge. For example, she has builders working on her house. She shares a story with the children about construction. The children enjoy talking about the similarities in the story to what they see happening.

- The childminder ensures children develop a deep understanding of mathematical concepts. She weaves numbers and counting into activities, such as snack time. She encourages the children to count their pieces of fruit. She helps them to notice how the number changes as they eat each piece. The childminder helps children to explore shape, space and measure. She provides a scooping and pouring activity with rice and lentils. Children talk about vessels being 'half-full' and 'overflowing'. She expertly models creating patterns with layers of rice and lentils, commenting on the sequence. Children copy this in their play.
- The childminder is exceptionally innovative at helping children to understand and accept other cultures. For example, she labels resources with names in different languages. This helps children who learn more than one language feel a sense of belonging. The childminder plans 'show-and-tell' days. Children bring in photographs, foods and items that interest them. They show interest and delight as they share each other's special memories and cultures.
- Parents praise the childminder for the care and experiences she gives to their children. They share how much their children have progressed, especially with their vocabulary. They have an excellent partnership with her. Parents particularly value the summary reports that the childminder regularly shares with them. Parents share what their child is achieving at home and any concerns they have. The childminder values this information. She knows how important it is for all parties to work together to support the children's progress.
- The childminder helps children to understand the world through a wide variety of experiences. For example, they visit a group of elderly people once a week for a music session. The children enjoy sharing instruments and songs with them. On other days, she takes them to visit the zoo or a museum. The childminder plans activities to help the children remember and recall what they learned on these trips. This helps children to develop a good understanding of life and be ready for their next stage in life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to safeguard children. She attends regular training to ensure her knowledge is up to date and robust. The childminder can confidently identify potential signs of harm from all categories of abuse. She knows who to report these concerns to so she can safeguard children from further harm. This includes if allegations were made against her or anyone in her household. The childminder thoroughly risk assesses her home, garden and places she takes the children to. She acts quickly to reduce hazards, such as removing fox waste from the garden.

Setting details

Unique reference number	EY481876
Local authority	Bristol City of
Inspection number	10236484
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	4 January 2017

Information about this early years setting

The childminder registered in 2014 and lives in Bristol. She is open from 8am to 5.30pm, Monday, Tuesday and Wednesday, term time only. The childminder receives government early years funding for two-, three- and four-year-old children. She has a relevant level 3 early years qualification.

Information about this inspection

Inspector

Sian Bath

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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.

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