

# Childminder report

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Inspection date: 9 September 2019

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

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

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

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

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

### The provision is good

The childminder has high aspirations for her provision and shows dedication to providing a good and inclusive service, where each child is valued and supported. She consistently reflects on her practice, working hard to identify and implement improvements. She meets with local childminders regularly, to gain good practice ideas and to jointly provide children with interesting activities. Children meet with other children of a similar age, develop their confidence in new situations and their understanding of the world.

The childminder and the children have trusting relationships and strong bonds. The childminder is caring and considerate. She instinctively reacts to children's needs, giving them lots of reassurance and supporting their well-being effectively. Children feel safe and happy, and thrive in her care.

The childminder plans support and experiences to extend children's learning and they make good progress. Children develop confidence in their abilities and acquire a good range of skills to prepare them well for their future. Overall, children develop positive attitudes towards learning, although during some activities, they lose interest or move on too quickly.

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

- The childminder's partnerships with parents are good and she links closely with other settings children attend, establishing an effective two-way flow of information. She ensures they all work together. They share details of children's achievements and any plans for their future learning, to provide a consistent approach for children across all aspects of their lives.
- The childminder patiently supports children's behaviour and social skills. Her prompt interaction quickly disperses any minor disagreements. Children manage their emotions very well for their age. They learn to understand the needs of others, begin to play cooperatively and show thoughtful behaviour towards each other.
- Children learn to communicate well. They chat confidently and take turns in conversation with the childminder, who is skilled at encouraging their thinking and language. For example, she uses lots of discussion and carefully worded probing questions to encourage them to name items and to help them learn new words. She takes the time to clearly explain things to children, such as what they are planning to do next. This helps their understanding, motivates them effectively and reduces any frustration. Children cooperatively prepare to move from their current activities on to other things, such as mealtimes or outside play.
- The childminder recognises children's individuality and focuses on what they

need to learn next, making clear plans for the ways she will help them successfully achieve these. She re-evaluates and assesses their learning needs regularly, ensuring there is a continued programme of support for all aspects of children's development.

- The childminder supports children to develop new skills and have fun. Overall, children are stimulated and challenged effectively through the teaching and support that the childminder offers. However, children do not display high levels of curiosity and concentration in all activities. The childminder does not ensure that her adult-led activities consistently inspire children's interest and continued engagement and extend their learning as much as possible.
- Children's physical well-being is supported effectively by the childminder. For instance, they eagerly play outside in the fresh air and enjoy the healthy snacks that the childminder provides. Children develop their coordination skills well. For example, they spend time stacking building blocks, squeezing handles on spray bottles and join the childminder in enjoyable exercises and movements to music.
- The childminder supports children's literacy and mathematics skills effectively. Children learn to use marks for a purpose in practical activities and enjoy story time. The childminder embeds support for children's mathematical skills into her daily routines and in the context of children's play and exploration. For example, children count their pieces of fruit at snack time, compare the sizes of building blocks and talk about a 'big' book.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what action to take if she has concerns about a child in her care. Furthermore, she regularly undertakes child protection training to help her keep her knowledge up to date. She uses this and other knowledge gained from training to review and improve her procedures to, for example, further support her to manage any challenging behaviours and risks to children. She undertakes checks of her home to ensure that children can play safely, using items such as safety gates to restrict their access to higher risk areas.

## What does the setting need to do to improve?

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

- focus more closely on children's changing interests and needs, to consistently inspire their continued engagement in activities and encourage their concentration and learning further.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY482769                                                                          |
| <b>Local authority</b>             | Bristol City of                                                                   |
| <b>Inspection number</b>           | 10076320                                                                          |
| <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</b>       | 1 to 5                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 14 July 2016                                                                      |

## Information about this early years setting

The childminder registered in 2014 and lives in Whitchurch, Bristol. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Rachel Howell

### Inspection activities

- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in questionnaires and letters.
- The inspector looked at a sample of the childminder's documentation, including evidence of her suitability and training, and her procedures for safeguarding children.

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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