

Childminder report

Inspection date: 11 June 2025

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

Children are settled and happy in the childminder's care. They form secure relationships with the childminder and receive reassuring cuddles that help them feel safe and secure. Children behave well and follow the childminder's daily routine, helping to tidy away toys before snack time. The childminder supports children's self-esteem effectively and offers lots of praise for their efforts. Children are curious, and they display positive attitude towards learning. They independently choose where to play in the childminder's garden and concentrate well on activities that interest them. The childminder supports their play effectively. She sits alongside them and provides additional resources to extend their interests, such as adding colouring to the shaving foam they mix with soil in the outdoor kitchen.

The childminder delivers a broad curriculum that supports children's development across all learning areas. She uses her knowledge of each child's current abilities to plan well-sequenced activities that are targeted on their next steps in learning. As a result, all children make good progress from their starting points. Children demonstrate strong imagination skills. They are kind and considerate as they pretend their doll has a broken leg and ask the childminder to help bandage it. The childminder deepens their understanding, explaining that the doll might need an x-ray. She explains that this is a machine at the hospital that takes pictures of bones.

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

- The childminder actively supports children's developing self-care skills. She takes a proactive approach to potty training, working closely with parents to ensure consistency between home and the setting. She offers regular reminders to use the potty, celebrates their success and reassures children when accidents happen. This helps them to understand it is all part of their learning. Older children manage their self-care independently and know to wash their hands after using the toilet and before mealtimes.
- The childminder supports children's health effectively. She teaches them the importance of good oral health through stories and discussions about toothbrushing. The childminder shares healthy lunchbox guidance with parents and encourages children to drink water throughout the day to keep themselves hydrated, especially after playing outdoors in warm weather.
- The childminder supports children's love of stories and books, providing multiple opportunities for them to enjoy shared stories and explore books independently. She uses story stones and soft toys of characters to encourage children's engagement. Children show familiarity with stories and actively join in with repeated phrases. However, on occasions, the childminder reads too quickly and misses opportunities to pause, ask questions and allow children time to think

and respond, which limits their ability to actively interact with her. This means that children do not always develop their communication and thinking skills as effectively as they could.

- Children develop their exploration skills as they investigate foam and water. They develop their hand-eye coordination and fine motor skills as they fill coloured tubes with water. The childminder is a good role model. She supports children's early mathematics skills, counting how many pipettes of water each tube holds. She helps children understand how pipettes work by connecting this to what they already know, explaining that pipettes work like straws, sucking water up.
- The childminder supports children's understanding of the world, regularly taking them on community outings. During bus trips, children engage with people in the community and learn about the different types of transport. They enjoy visits to the city, exploring science museums, eating lunch in cafes and developing physical skills at soft-play centres. The childminder takes children to the library where they enjoy looking at books and access technology. The childminder supports children to gain an understanding of when they might be at risk when using the internet through thoughtful discussions during these visits.
- The childminder has strong partnerships with other settings that children attend or will move on to. She communicates with staff at these settings to exchange information about children's learning and development. She plans to take children to outdoor sessions at the local pre-school to help them become familiar with new surroundings and staff, easing their transition when the time comes.
- The childminder reflects on her practice and, occasionally, gathers parents' views through questionnaires. Parent feedback is generally very positive, describing her as approachable and nurturing and praising her setting as a cherished part of their children's early years. In response to parents' feedback, the childminder recognises the need to share more information about children's experiences to keep parents better informed. She has identified potential strategies, such as using communication diaries. However, she has not yet implemented them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide children with more opportunities during story time to interact, think and respond to questions to support their communication and thinking skills
- implement ways to keep all parents informed about their children's daily experiences and learning to further strengthen partnerships between home and

the setting.

Setting details

Unique reference number	EY484515
Local authority	South Gloucestershire
Inspection number	10398168
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	7 October 2019

Information about this early years setting

The childminder registered in 2014 and lives in the Hanham area of Bristol. She operates Monday to Thursday, from 7am to 5pm, all year round. The childminder has a relevant level 3 childcare qualification. She provides government funded early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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