

# Childminder report

---

Inspection date: 25 April 2024

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

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

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

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

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

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

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

### The provision is good

Children form good relationships with the childminder. They allow her to join in with their games and giggle together as they play. Children are confident and demonstrate that they feel secure. Children engage well for extended periods of time with the learning opportunities that the childminder plans, showing their positive learning behaviours.

The childminder has a clear idea of what she wants children to learn. She uses their interests to entice them into learning opportunities while introducing them to new concepts and ideas. For example, she plans activities using children's interest in pouring and filling containers with seeds to engage children in making seed balls to feed birds. The childminder introduces vocabulary such as hard, soft, sticky, smelly. Children copy and use these words in their play. This helps expand their vocabulary.

Children's behaviour is good. The childminder has high expectations of children's behaviour. She gives consistent messages to children to help them understand the rules and boundaries. Children behave well and are keen to help keep toys tidy. They eagerly put the toys away when the childminder reminds them that they could trip over them.

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

- The childminder provides a broad curriculum that supports children's engagement and progress well. Children enjoy hearing songs and rhymes, and are learning to join in with familiar phrases and actions. Young children enjoy joining in with the actions as they pretend to hop like bunnies to their favourite song.
- The childminder facilitates children's love of reading, story and interaction with different types of books. She reads books frequently in an exciting and engaging way. Children join in, ask questions and talk about what they see.
- The childminder promotes children's physical development. She takes them on walks to parks and woodland where they practise jumping, running and climbing. The childminder plans activities such as picking up seeds to make seed balls using tweezers and scoops and playing with play dough. These activities develop children's physical skills and stamina.
- The childminder understands how children learn and develop. She uses her regular assessments to accurately identify what children need to learn and plans for their developmental needs. For example, she takes children to groups to give them experiences of mixing with other children and adults. She considers children's needs, taking them to groups that are more suitable to their stage of development. For instance, she recognises that some children need more calm

environments and smaller groups to help them to develop their confidence in social situations.

- The childminder plans a variety of activities for the children to engage in. Overall, she considers all areas of learning. However, at times, she does not give enough attention to children's understanding of different mathematical concepts. For example, she counts with children to develop their understanding of number and uses shape names but does not always build on what children already know.
- The childminder helps children to understand the feelings and emotions of others, helping them to consider the feelings of their peers. For instance, she talks to children about how loud noises and a dinosaur roaring may be scary for other children. She then suggests alternate role play which children happily engage with.
- The childminder communicates well with parents, keeping them up to date about their child's achievements and progress. Parents report that they receive daily updates via a private group on social media and regular progress information via an online platform. However, the childminder does not always successfully develop the same effective relationships with other settings that children attend.
- Good arrangements are in place to support children who learn English as an additional language. For example, the childminder finds out about and uses children's home language vocabulary. In addition, she learns about their cultural celebrations, such as traditions and customs that families follow which she embeds in her own practice. This helps children to develop an understanding of communities beyond their own and accept other's differences.

## 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:**

- enhance opportunities for children to develop their understanding of mathematics
- further improve communication and information sharing with other settings that children attend to provide more consistency in their learning experiences.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY485828                                                                          |
| <b>Local authority</b>                             | South Gloucestershire                                                             |
| <b>Inspection number</b>                           | 10335365                                                                          |
| <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 at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 13 June 2018                                                                      |

## Information about this early years setting

The childminder registered in 2015 and lives in Bradley Stoke, South Gloucestershire. The childminding service operates daily throughout the year from 8am to 5.30pm. The childminder has completed an appropriate home childcarer qualification.

## Information about this inspection

### Inspector

Ruth Glover

### Inspection activities

- This was the first routine inspection the provider 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 discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024