

Childminder report

Inspection date: 11 January 2022

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

The childminder has a very friendly and caring manner and children form strong beneficial bonds with her. They eagerly seek her out to play games and share their achievements, or for cuddles. Children are happy, enjoy her provision and being with the other children. The childminder supports children promptly when they need occasional support, to understand boundaries in place for their safety or to share toys. The childminder knows them well, their interests and capabilities. She plays and explores alongside them, encouraging their curiosity, and building their confidence. Young children eagerly experiment with a range of pens, crayons, and chalks. The childminder discusses colours with them and role models techniques. Children follow their ideas and concentrate well on things that interest them. They develop their dexterity and coordination effectively.

Parents do not come into the childminder's home when dropping off or collecting their child, to help maintain safe social distancing due to the COVID-19 pandemic. The childminder ensures they discuss all aspects of children's care and learning at other times and in other ways, such as through daily chats outside, regular messaging and entries in an online system that she uses.

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

- The childminder uses her observations of children as they play to assess their progress and outline any gaps in their development. She then makes plans of how she will help them achieve the next steps in their learning. She thinks through the resources, support and activities she offers children, linking this to their interests and motivating them well. Children are keen to explore, and gain positive attitudes to learning and developing their skills. They make good progress including those with special educational needs and/or disabilities (SEND).
- Young children's early literacy skills develop well. They are interested in books. They listen intently as the childminder reads them their favourite story. She pauses for them to add appropriate responses and asks children questions, giving them time to think and respond. The childminder skilfully introduces letter sounds to young children as they play. She makes this fun and successfully inspires their interest. They copy the sounds and words that she makes, developing their skills effectively.
- The childminder takes children out into the local community daily. They enjoy walks, going to school to pick up older children, and to visit nearby parks. She takes them to outdoor learning sessions in the woods and to visit indoor play areas. They enjoy attending play-based groups where they can mix with other children of a similar age, developing their social skills and building their confidence in new situations.

- Overall, the childminder has good relationships with parents. She conscientiously uses information parents share with her regarding children's learning needs, to inform her planning and help ensure children make good progress in her provision. However, the childminder's partnership working with parents is not consistently effective. She is not always successful in helping them support children's changing needs and development at home.
- Children's communication and confidence develop effectively. The childminder thoughtfully supports those that are less confident or able. She is very patient with children and gives them lots of attention. She gets down to their level and speaks clearly to them. They listen, learn new words, gain confidence in speaking and begin to communicate what they want or need. This includes children with SEND.
- The childminder shows dedication to the children and families who use her provision. She evaluates the activities that she provides and how she can improve these further, to help develop her provision and practice. She links with other local childminders to discuss and share good practice and gain new ideas. However, the childminder does not liaise with staff at other settings before children start attending, to facilitate consistent support for children and a sensitive and effective transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her provision is safe and secure and keeps her home clean and well maintained. She checks it thoroughly, putting arrangements in place and using equipment, such as safety gates and door locks to ensure children can play safely. She is vigilant as children explore and gives them reminders on safe practices. The childminder has a good knowledge of child protection and effective procedures to support her practice. She attends regular training to keep her knowledge updated and to help her keep children safe, such as safeguarding courses and paediatric first-aid training.

What does the setting need to do to improve?

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

- enhance partnerships with parents and provide more assistance to help them support their children's changing needs and development at home
- liaise more promptly with other providers and ensure children receive effective consistent support as they move on to a new provision.

Setting details

Unique reference number	EY487395
Local authority	South Gloucestershire
Inspection number	10214273
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 5
Total number of places	5
Number of children on roll	8
Date of previous inspection	28 September 2016

Information about this early years setting

The childminder registered in 2015 and lives in Longwell Green, near Bristol. She operates all year round from 7.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for children aged three years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the 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 email messages.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the 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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