

# Childminder report

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Inspection date: 14 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is good

Children show delight as they engage in reading stories and looking at books. The childminder skilfully supports children's language skills. For example, during story time, the childminder uses her imagination to play out different characters from the story to engage children fully. The childminder uses effective communication with children to join in with their play and skilfully extends their learning further. For example, she provides children with a running commentary and names objects as she joins in children's play. Children show motivation to learn and are eager to explore the resources that are on offer. For example, children show excitement as they choose different animal puppets to support them to learn a variety of traditional nursery rhymes.

The childminder is extremely passionate in creating a wonderfully calm and nurturing environment. Children develop very high levels of confidence and enthusiasm in their play and learning. For example, children relish accessing a range of stimulating resources to enable them to extend and make independent choices in their play. The childminder has a consistently strong approach to developing children's well-being. For instance, she uses extremely positive interactions with children to develop a clear understanding of children's unique characters and individual needs.

Children learn about equality and diversity through books and specialist toys. For example, children use wheelchairs for their dolls as they engage with the role-play resources. The childminder actively encourages older children to use words to describe their feelings and understand their emotions. In doing this, children develop the ability to recognise and talk about their emotions, thus supporting their emotional literacy.

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

- The childminder dedicates an exceptional amount of time and effort into her provision for both indoor and outdoor play. She demonstrates a passion for learning through first-hand experiences. The childminder plans rich, varied and imaginative outdoor experiences for children to rapidly develop their knowledge of the world they live in. For example, children develop a keen sense of understanding through visiting a wealth of interesting places, such as different parks, zoos and arboretums. Children build on the rich experiences that are on offer to them and test out their ideas through play. For instance, they explore different-coloured leaves and woodland materials to create fox pictures for their autumn topic.
- The childminder communicates with parents extremely effectively. Children benefit from the meaningful relationships that the childminder creates with their

parents. She engages in open two-way communication to share children's progress and development. For example, the childminder regularly seeks out individual children's interests from home and extends this further within her provision. This supports the childminder and parents to have a consistent approach towards their child's learning.

- Parents are extremely complimentary about the childminder. They speak highly about the excellent activities and experiences the childminder plans for their children. Parents comment on the exceptional care and attention their child receives. For example, children demonstrate their attachment to the childminder as they often snuggle into her for a cuddle as they seek physical reassurance. Parents describe the childminder as 'kind, generous, inspirational and loving'.
- The childminder has high expectations for children in her care. She gathers detailed information about children when they first start and uses this to plan appropriate activities to suit their individual needs. The childminder makes good use of observing and monitoring children's learning and development. She takes account of children's interests to create effective planning and next steps. The childminder works closely with other settings and schools to support children with the next stage in their learning. For example, the childminder shares information about the child's learning and progress to support their transitions effectively.
- The experienced childminder uses her knowledge and skills well to positively support her provision and outcomes for children. For example, she has implemented a mud kitchen area for children to develop their learning and play through soil. She uses self-evaluation to highlight areas for improvement. The childminder recognises that while she has accessed some training to further her own professional development, this could be more precisely targeted to enable the quality of teaching to be maximised.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may suggest a child is at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge to include wider safeguarding issues, such as radical and extreme views and behaviours. She has a broad understanding of wider safeguarding issues and how to identify and report any concerns. The childminder has good systems in place to ensure the environment is safe and secure.

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

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

- Strengthen reflective practice and professional development opportunities and use the knowledge gained to further develop and raise the good quality of

teaching to the highest level.

## Setting details

<b>Unique reference number</b>	106499
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10125396
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	22 June 2015

## Information about this early years setting

The childminder registered in 1990. She lives in Southmead, Bristol. The childminding service operates daily throughout the year. The childminder has an early years qualification at level 3. She is in receipt of funding for the provision of early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Terri Breakwell

### Inspection activities

- The inspector observed interactions, indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the spaces used by the children and discussed these with the childminder.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- The inspector observed children's developmental records. She tracked children's progress and discussed their individual targets with the childminder.
- Written feedback from parents was gathered and the inspector took account of their views.

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  
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Manchester  
M1 2WD

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