

Childminder report

Inspection date:

20 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder is passionate about creating a warm and calm environment for children to learn and play. It is clear that the childminder is extremely committed to providing children and their families with a high level of care and learning. The childminder has a strong approach to developing children's well-being. For example, she works extremely hard with families to ensure their child feels safe and secure in her care. Children have formed positive relationships with the childminder and other children. For instance, parents comment on the friendships their children have made at the setting. Children are very happy and settled in the childminder's care. The childminder is a good role model for children. She teaches children about boundaries and positive behaviour during their play. For example, she sensitively supports children to take turns and share the resources. Younger children enjoy the company of the older children who they collect from school and who stay during school holidays.

The childminder has developed very good partnerships with parents. She uses verbal and written communication to involve parents in their child's progress and learning. For instance, the childminder sends daily photographs and detailed information to parents electronically to inform them of their child's day. Parents are complimentary about the childminder and comment on the level of care she gives to their children. For example, parents state that the childminder has supported their knowledge of child development effectively and describe her as 'happy, positive and full of fantastic ideas'.

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

- Children's behaviour is good. They are polite, kind and considerate to adults and other children. Children listen and respond to the childminder's instructions to help her tidy up the playroom before changing activities. Children happily engage in a good range of activities. For example, during their circle time, the children access song bags to inspire them to make choices and learn new songs.
- The childminder encourages children to explore resources that develop their understanding of emotions. For instance, younger children explore wooden spoons with different emotion faces printed on them. The childminder supports children to identify the various faces and begin to understand the different emotions. As a result, children develop the ability to recognise and talk about their emotions, therefore enhancing their emotional literacy.
- Parents receive detailed information about the childminder and the service she provides before their child starts to attend. The childminder uses effective monitoring and assessments to identify and plan children's next steps. She regularly shares children's progress with parents. For instance, the childminder invites parents to a meeting to discuss their child's learning and progress.

- The childminder uses her knowledge and skills well to positively support her provision and outcomes for children. She uses self-evaluation well to highlight key areas of improvement. For example, she has identified areas within the garden to further improve learning opportunities outside. The childminder understands the importance of developing her professional knowledge to benefit children's learning. For example, she regularly attends training, uses research and reading, and links with other childminders to enhance her knowledge further.
- The childminder inspires children to use all their senses during play and learning. For example, she encourages children to smell the cinnamon sticks in the play kitchen and describes these as 'the scent of Christmas'. The childminder provides opportunities for children to use tools, such as spoons, to transport pine cones from one container to another. Therefore, children develop the small muscles in their hands in readiness for early writing.
- Children have regular opportunities to build their self-esteem and confidence as they meet with other children during sessions at toddler groups. However, the childminder has not fully developed opportunities for children to enhance their knowledge and awareness of the similarities and differences between themselves and other people and communities.
- While children are keen to learn, sometimes, the childminder does not ensure that activities capture all children's attention to help them focus and develop their concentration more.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse. She knows where to report any concerns about a child's safety or welfare. She completes regular training to refresh her safeguarding knowledge to include wider safeguarding issues, such as radical and extreme views and behaviours. The childminder carries out safety checks in her home and garden and removes any identified hazards. She regularly practises fire evacuation procedures and involves the children in these to develop their awareness of safety processes.

What does the setting need to do to improve?

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

- strengthen opportunities for children to develop an understanding of equality and diversity by providing more resources and opportunities to talk about similarities and differences
- explore ways to further support all children's attention and involvement during activities, to help develop their individual concentration levels to extend their learning even further.

Setting details

Unique reference number	EY452511
Local authority	Bristol City of
Inspection number	10061803
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	3
Number of children on roll	18
Date of previous inspection	1 December 2015

Information about this early years setting

The childminder registered in 2013 and lives in St Annes, in Brislington, Bristol. She operates from Monday to Friday all year round, except for bank holidays. The childminder is a qualified teacher.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- The inspector had a tour of the areas of the premises used by children and discussed these with the childminder.
- At appropriate times during the inspection, the inspector spoke with the childminder.
- Interactions were observed, indoors and outdoors, by the inspector and the impact on children's learning was assessed.
- Children's developmental records were observed. The inspector 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019