

# Childminder report

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Inspection date:

25 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is good

The childminder creates a nurturing, home-from-home environment for children to feel happy and safe. They are confident and secure in her care. The childminder has developed strong attachments with the children, which has a positive impact on their well-being and emotional development. Children have formed good relationships with other children. For instance, the childminder teaches them to take turns, share and consider others' needs. Children are friendly and sociable and their behaviour is good.

Children choose from a wide range of resources and make independent choices in their play. For example, the childminder uses a 'resource book' so children of all ages can see what other toys are available to use in her home. The childminder provides opportunities for children to safely explore the wider community. For instance, they often go out for walks, soft-play sessions and trips to the park. She also takes children to regular toddler sessions and meets with other childminders to enhance children's socialisation and friendships further.

The childminder has developed strong partnerships with parents. She uses verbal and written communication to share children's learning and progress. For instance, she provides parents with a daily diary outlining their child's individual care information. Parents are actively involved in their child's learning. For example, the childminder shares information about their child's individual learning and encourages parents to comment on their progress. The childminder works with parents to ensure each child has developed all the necessary skills needed for the next stage in their learning.

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

- Children show interest in shapes and space as they experiment with different puzzle pieces. The childminder supports them to explore the different shapes to identify which one correctly fits the space. For example, she helps younger children to move individual puzzle pieces and 'wiggles' them into the slot. The childminder promotes a can-do attitude and encourages children to have a go.
- Children show delight as they explore different-sized tunnels. The childminder inspires them to look for smaller resources to drop down the tunnels. Children excitedly experiment with a range of toys in the playroom and, as a result, the childminder successfully extends their learning further. She gives children continuous praise for their efforts, promoting their emotional well-being.
- Children benefit from tailored settling-in sessions to ensure they feel happy and secure in the childminder's care. The childminder works closely with parents to gather detailed information about their child before they start. She observes and monitors children's learning and play regularly. The childminder uses this

information to plan for the next stages in their learning. For example, she provides opportunities for children to develop their mark-making skills using a variety of textures. Some children are curious to explore the flour and water mixture; they create different patterns and shapes using wooden spoons and different containers. The childminder encourages younger children to create footprints in the mixture, using the small-world animals.

- The childminder develops children's independence throughout their daily routines. For example, children understand that they need to take their shoes off when playing inside. The childminder promotes children's understanding of good hygiene procedures. For example, children understand the importance of washing their hands before mealtimes. They benefit from a variety of healthy snacks and access their drinks throughout the day.
- The childminder encourages parents to share their comments and views on her service. For instance, she provides parents with questionnaires each year to help raise the quality of her provision. She has robust policies and procedures in place to ensure children can learn and play in a safe environment. The childminder keeps up to date with current legislation and guidelines. For example, she networks with other childminders and attends regular training events which offer advice and guidance.
- While children are eager to learn, at times younger children lack concentration and engagement in some planned activities. As a result, children lose focus as some adult-led activities are not highly effective at meeting the learning needs of the youngest children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in safeguarding children. She demonstrates a strong knowledge of the signs and symptoms that children may be at risk of harm. The childminder completes regular training to refresh her safeguarding knowledge, which includes wider safeguarding issues such as radicalisation. She has a detailed safeguarding policy with relevant contact numbers that she can access when necessary. The childminder carries out regular risk assessments of her home to ensure she provides a safe environment for children to play.

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

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

- develop a sharper focus on planning to ensure the needs and developmental stages of all children, especially the younger children, are supported, ensuring that all children remain highly engaged and focused in their learning.

## Setting details

<b>Unique reference number</b>	106415
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10125393
<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 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	24 June 2015

## Information about this early years setting

The childminder registered in 1997 and lives in the Stapleton area of Bristol. She operates Monday to Friday from 7.30am to 6pm, all year round. The childminder has a relevant qualification at level 3.

## Information about this inspection

### Inspector

Terri Breakwell

### Inspection activities

- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint observation of an activity was completed with the childminder.
- A range of documentation was sampled by the inspector, including children's development records, suitability checks and policies and procedures, such as safeguarding and risk assessment.
- Discussions took place between the inspector and the childminder at convenient times during the inspection.

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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Manchester  
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