

Childminder report

Inspection date: 12 December 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 provides children with a wide range of resources and activities to support their future learning. She motivates their interests well. Resources are easily accessible to enable children to make their own choices. The childminder takes an active role in their play and learning. For example, she play alongside children, as she lays flat on the floor with them while they enjoy playing repeated games of skittles together. She encourages them to explore the different textures of hard and soft balls and count the number of skittles left standing. The childminder is calm, caring and motivated to provide good-quality childcare. She works extremely well with parents to help them access services that support the well-being of themselves and their children. The childminder cares for a variety of animals. Children enjoy finding out about the life cycle and care of these animals. For example, they know that tortoises need to be in a warm home and why it is important to help them turn over if they tip on to their backs. The childminder has a delightful large outdoor area with ample opportunities for children to develop their physical skills. She is in the process of improving accessibility by placing a deep layer of bark in one area.

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

- Partnerships with parents are strong. Parents leave very positive feedback about the childminder and share how she has supported them to access professional help for their children. They state they feel well informed about their children's progress. The childminder offers parents suggestions for activities they can try at home with their children to enhance their learning.
- The childminder encourages children to develop their mathematical understanding at every opportunity. She supports children to count, recognise shapes and explore size and capacity. Children are encouraged to show perseverance. For example, they engage for long periods as they enjoy learning how to thread buttons with a needle and wool.
- The childminder quickly identifies children with possible language delay and shares ideas with parents. When speaking with children, she uses the correct pronunciation of words, which she encourages children to listen to and repeat. However, the childminder often ask children lots of questions in quick succession. This results in children not being left with enough time to think and respond with their own thoughts and ideas.
- Although the childminder's skills and knowledge are good, she has not considered further ongoing and continual professional development opportunities to improve the quality of her teaching.
- From a young age, children develop an awareness of animals and how to care for them. The children know all the childminder's animals by name and enjoy petting them as the childminder holds them in her arms. They proudly show

pictures of themselves with a hamster and talk about the various unusual places it inhabits in the pictures. For example, they show delight as they share a picture of the hamster in a tea cup.

- The childminder is a good role model and teaches children right from wrong. For instance, she calmly explains why it is important to only throw very soft balls in the home. She helps children understand the need to roll hard balls and the possible injuries or damage that could happen if they were thrown.
- The childminder encourages parents to provide her with photographs of children with their families. She uses these to talk to children about the people in the photographs and explore their relationship with them. This helps children to feel secure as they learn about their place in the world and what makes them unique.
- Children are aware of the rules and boundaries in place. They help the childminder to carry out tasks, such as tidying away toys.
- The childminder encourages children to develop their independence and self-care skills. For example, she encourages them to wash their hands before cutting toast.
- The childminder enables children to enjoy as much time as possible outside. Children enjoy attending groups and visit local places of interest, such as the zoo.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of safeguarding, the indicators of abuse and how to protect children in her care. She is aware of the signs that may indicate a child is at risk of harm. She has a good understanding of local safeguarding procedures and where to report any concerns she may have about a child. The childminder completes regular risk assessments to identify and minimise potential hazards. She provides close supervision when children are in contact with her large variety of pets, and the garden is checked before use to ensure it is safe and suitable for children to play in.

What does the setting need to do to improve?

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

- provide more time for children to think and respond to questions with their own thoughts and ideas to enhance their learning
- explore further professional development opportunities that focus more precisely on raising the quality of teaching and children's learning.

Setting details

Unique reference number	106889
Local authority	Bristol City of
Inspection number	10061770
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	6 July 2015

Information about this early years setting

The childminder registered in 1984 and lives in Bedminster, Bristol. She operates Monday to Friday from 8am to 5pm all year round, except for bank holidays and family holidays. She is working towards an appropriate qualification at level 3.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- The inspector looked around the areas of the setting available to children to understand how the early years provision and the curriculum was organised.
- One joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability checks and records of children's starting points.

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