

Childminder report

Inspection date: 28 January 2020

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Outstanding
-------------------------	--------------------

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

Children thrive in the welcoming environment. They have strong bonds with the childminder and with one another, and are happy and secure. The enthusiastic childminder makes learning fun. Children show high levels of engagement as they learn, demonstrating excellent concentration skills.

The childminder ensures children benefit from plenty of outdoor play, for example through regular visits to local woodland and parks. She makes good use of incidental opportunities to extend children's knowledge about the world, for example exploring hailstones and providing explanations of how they are formed. The childminder knows children well and plans around their individual interests, while at the same time encouraging them to try out new activities to enhance their learning. For instance, children eagerly join in as the childminder supports them to make their own play dough for the first time. She extends their mathematical knowledge effectively as they measure out the ingredients.

The childminder promotes positive attitudes by consistently modelling respectful interactions with children. Clear and consistent boundaries contribute to children behaving exceptionally well. Children play harmoniously and are very caring towards one another, for example offering toys and taking turns from an early age without support. They are polite and extremely helpful, as the childminder encourages them to take charge of tasks such as setting up and tidying away.

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

- The childminder takes into account children's experiences from home to plan activities that enrich their experiences and prepare them for future learning. For instance, she ensures they are able to socialise and develop friendships with others outside of the setting, to help build on their social skills. Children rapidly develop self-confidence and the ability to thrive in new situations.
- Children become increasingly independent and learn to manage self-care skills, supported by the childminder, who builds on their skills effectively. For example, they know to wash their hands before eating and learn to put on their shoes and coats. The childminder works closely with parents to sensitively progress children's toileting needs.
- The childminder promotes children's early literacy skills effectively. Children enjoy engaging story times as the childminder encourages participation through actions and familiar stories. They love having their favourite books read to them and listen attentively for long periods. Children develop good pencil control as they draw detailed pictures using their imagination. The childminder enthusiastically discusses the pictures with the children to encourage them to develop their drawing and add further details.

- Children relish challenge and show high levels of perseverance as they attempt to master new skills. For example, they try again and again to connect train track pieces together and work hard to open a bag of flour independently. The childminder offers plenty of encouragement and praise for their efforts and achievements, which boosts children's self-esteem and the confidence that they need to move forward in their learning.
- The childminder supports children's language well by modelling conversation and extending their vocabulary. Children are confident communicators and enjoy talking about their family and experiences from home. However, at times, the childminder does not allow children enough time to think about and respond to conversations and questions asked. Therefore, opportunities are missed to extend children's thinking skills even further.
- The childminder works in close partnership with parents. She ensures an effective two-way flow of communication and regularly discusses children's next steps in learning. The childminder offers suggestions of how parents can continue to support these at home, for example by limiting the use of a dummy. Parents are highly complimentary of the childminder's service and state that their children are excited to attend each week.
- The childminder is keen to develop her knowledge and skills to continually improve her practice. For instance, she has recently attended training which has given her new ideas to try, for instance incorporating more singing during the day. She networks with other childminders and makes use of local support to keep up to date with any changes in requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her role in protecting children from possible harm. She keeps up to date with current requirements through regular training and is aware of wider safeguarding issues. The childminder is confident with the procedures to follow should she have any concerns about a child's welfare. She supervises children well throughout the day and maintains a safe environment, including carrying out regular checks of her home to help minimise risks.

What does the setting need to do to improve?

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

- strengthen teaching further by allowing children enough time to think and respond to questions and discussions, to help develop their thinking skills even more.

Setting details

Unique reference number	EY459968
Local authority	Bristol City of
Inspection number	10061805
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	23 November 2015

Information about this early years setting

The childminder registered in 2013 and lives in Horfield area of Bristol. She operates on Tuesdays from 8.15am to 6.30pm, all year round. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The childminder discussed her self-evaluation with the inspector and explained how she organises her provision.
- The inspector observed the childminder's interactions with the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector spoke to the children and took into account written feedback from parents.
- The inspector sampled documents that evidence the childminder's qualifications.

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 2020