

Childminder report

Inspection date: 18 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children snuggle up with the childminder for a cuddle at story time. The childminder is exceptionally warm, loving and kind. Children feel very loved, happy and safe in this setting. For example, they take the childminder by the hand to find a storybook. Children are enthralled by her storytelling. The childminder is considerate with their differing needs while reading. She provides them with individual books of the same story. This extends their learning and supports good behaviour. For example, during the story, the oldest child is encouraged to press a button that makes a sound. This encourages the child to follow the text and look for the symbol. This enhances listening and attention skills. The very youngest child has a board book of the same story and a puppet. The child gleefully makes the puppet jump about in response to the same story. The childminder praises children warmly throughout her interactions. This means children feel very positive about their skills and want to try harder.

The childminder has a good understanding about how children learn. She offers activities that extend interests and excite children's imagination. Children learn new vocabulary and make links in mathematical play extremely well. For example, children act out taking stones to the stone dump in the toy dumper truck. The childminder then talks to the children about quarries. Children then count out the number of stones on the way to the dump. The childminder encourages the children to wonder how many stones would fill the truck. Children ponder the question and take the time to estimate and check.

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

- Parents speak very highly about the quality of care their children receive. Parents communicate how eager children are to go to the setting. They comment that the childminder helps 'with every milestone' and is very approachable. Parents are very well informed about children's development. They are involved in the assessment process. Children begin with the childminder through recommendation from other parents and care continues into their school years too. This means children and families stay with the childminder for many years. This is because of the quality and depth of relationships that exist.
- Children make very good progress at this setting. The childminder encourages children to make links through carefully planned activities. For example, children have story-making cards with characters, settings and objects depicted. Children then create their own stories by selecting the cards and using them as prompts. Children enjoy being in control of their own learning, which helps their sense of wonder. This builds on children's language and communication. They have opportunities to explore new words and concepts on a regular basis.

- The childminder models kindness, compassion and patience to the children. This helps children to be positive about their learning and have a go at new activities. Children are reminded to say please and thank you and encouraged to tidy up after themselves. Children sit quietly at the table at mealtimes. However, on occasions, children are not provided with enough challenge to support their independence. For example, the childminder opens packets and peels fruit before letting the children try to do it themselves. This means children's independence is not always encouraged and learning opportunities are missed.
- The childminder is enthusiastic and experienced in her role. Since her last inspection, the childminder has improved the learning environment inside her house. This means children have more space to access resources. The childminder can use her skills to reflect on areas that need improvement. For example, she identifies that the garden currently does not offer as much challenge or excite children's learning. This means opportunities to maximise physical challenge for children do not always occur.
- The childminder helps children make healthy choices at mealtimes. She offers conversation about which foods are healthy and which are not. The childminder encourages good healthy practices. She reminds children to wash their hands before handling food and not put fingers in their mouth.
- The childminder encourages the children to think about their uniqueness. For example, the children have natural resources to make houses for the dinosaurs. As they build, she shares conversations that link the family of the dinosaur to the child's own family. Children talk about who they are in relation to siblings. They think about whether they are the smallest dinosaur or the medium-sized dinosaur. Children then link this to how many live in their house. Opportunities to challenge stereotypes are taken by the childminder. For example, daddy dinosaur makes dinner while mummy dinosaur goes to work.

Safeguarding

The arrangements for safeguarding are effective.

The childminder helps children to learn about danger and risk extremely well. Children have a clear understanding of what to do in the event of fire. The childminder encourages children to talk about what is dangerous. She is skilful in getting them to understand why. Children can then build on what they know and understand how to keep themselves safe. The childminder understands how to keep children safe and what to do if she has a concern. The childminder knows how to report concerns and where to go for help. She follows local authority guidelines for safeguarding.

What does the setting need to do to improve?

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

- make the most of all opportunities to develop children's independence skills even further
- provide children with further challenge and extend their emerging physical skills in climbing and balancing.

Setting details

Unique reference number	136449
Local authority	South Gloucestershire
Inspection number	10071944
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 November 2015

Information about this early years setting

The childminder registered in 1994. She lives in Thornbury, in Bristol. The childminder provides care Monday to Thursday for 50 weeks a year, including before and after school. The childminder receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact on children's learning.
- The inspector and childminder conducted a joint observation.
- The inspector took account of parents' views and read all supporting correspondence.
- The inspector and childminder discussed the process of self-evaluation and how quality can be improved over time.
- The inspector played with children and observed the quality of their interactions.

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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