

# Childminder report

---

Inspection date:

24 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

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 is kind and caring in her approach and provides children with a warm and homely environment. Children form close attachments to the childminder. The childminder gathers information from parents when children first start, to get to know children's likes and interests and to gain an overview of where they are in their development. As a result, new children settle quickly and readily go to the childminder for reassurance and cuddles. The childminder and her co-childminder know the children in their care well. They complete ongoing observations and assessments of children's learning and development and use these to identify next steps in children's learning. Children are making good progress in their learning and development.

The childminder models language well. She gives precise, clear and detailed explanations to children as they play. She names objects and children repeat back single words. This develops children's growing speech well. Children thoroughly enjoy watching the childminder blow bubbles and they jump up with excitement to catch them as they float to the ground. Children smile and watch with fascination as the bubbles pop.

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

- Partnerships with parents are strong. The childminder has worked hard to ensure that parents' views are gathered and acted upon. She ensures that parents are regularly kept up to date with what their children are doing and how they are progressing. Parents speak extremely highly of the childminder and her co-childminder.
- The childminder has completed mandatory training, but she does not make effective use of professional development opportunities to enhance her interactions with children even further.
- Children benefit from a wide range of experiences and outings with the childminder. For instance, they learn to care for animals as they help to look after the childminder's tortoises. They visit local parks, go for walks and visit soft-play centres where they develop their physical skills.
- The childminder has a vast selection of resources. However, they are not easily accessible to the children and most are kept outside in storage. When the childminder and her co-childminder set up adult-led activities for children, they do not take into consideration opportunities for children to make their own independent choices.
- The childminder supports children to learn about the world around them and about differences between themselves and others. For instance, children enjoy playing with small-world dolls that represent people from different cultural backgrounds and with differing abilities. Children show good engagement as

they play with small-world toys. The childminder adds in a narrative as children play.

- The childminder and her co-childminder use self-evaluation to give an overview of the service they provide. They identify areas they would like to improve further. They are now looking at how they can bring in more open-ended resources to develop children's creative and imaginative play further.
- The childminder supports children's mathematical development well. For instance, as children explore numbered fish and place them into a container, the childminder counts the fish. She also models counting as children play. The childminder offers children praise and encouragement, which develops their self-esteem and confidence.
- Children behave well. The childminder ensures that she supports the children to learn to be kind to others. She has a good understanding of how to support children's behaviour in a positive way.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She has completed a training course to keep her safeguarding knowledge updated. The childminder is aware of the different areas of abuse and neglect, and signs that could indicate a child may be at risk of harm. She knows how to report any concerns about the welfare of a child in her care. She is also aware of wider safeguarding issues and the signs she would look out for that could cause concern. The childminder uses risk assessments effectively to minimise risks to children in her home, garden and when on outings.

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

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

- develop professional development to build further on interactions with children to help them to achieve the best possible progress
- give more consideration to the environment and the set up of adult-led activities so children can follow their own choices and be more independent in their learning.

## Setting details

<b>Unique reference number</b>	EY277593
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10125544
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	3 November 2015

## Information about this early years setting

The childminder registered in 2004. She works with a co-childminder in Shirehampton, Bristol. The childminder provides care from 7.30am until 6pm, all year round.

## Information about this inspection

### Inspector

Kelly Sunderland

### Inspection activities

- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.
- A joint evaluation of an activity was carried out by the childminder and the inspector.
- The inspector took account of the views of parents through written feedback provided.
- The inspector interacted with the children and spoke with the childminder and her co-childminder at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation, including evidence of the suitability of persons living in the household, risk assessments and children's learning records.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020