

Childminder report

Inspection date:

24 February 2020

Overall effectiveness	Good
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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

Children are happy and demonstrate that they feel emotionally safe and secure. Children who are new to the setting settle in quickly. The childminder provides a warm, homely environment. She forms close attachments to the children and they enjoy her company. The childminder knows the children in her care well. She carefully observes and tracks children's progress to identify any gaps in their learning. This helps her to identify clear next steps to support children to make good progress. Children behave well. The childminder knows how to support children to learn to be kind to others, and children learn to share and take turns.

The childminder supports children's mathematical development well. For instance, as children explore a ball run, the childminder purposely adds in balls that will not fit down the run, to support children's problem-solving and critical-thinking skills. Children's confidence and self-esteem develop effectively through the regular praise and encouragement they receive from the childminder. Children enjoy looking at books with the childminder; she encourages children to point things out in the story and children enjoy pulling flaps to reveal pictures. This helps to develop children's early literacy skills.

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

- The childminder supports children's communication and language development effectively. She talks with children as they play, offering names for toys and words for children to repeat back to her. The childminder ensures she provides a language-rich environment for children. For instance, as children paint the childminder incorporates new words, such as 'detailed', 'careful' and 'intricate'. The childminder gives children lots of praise and encouragement as they play. This develops children's self-esteem and confidence.
- The childminder uses self-evaluation to help her to raise the quality of the service she provides. She has thought carefully about considering the views of parents and regularly gathers their ideas about how to further improve. She analyses the findings and ensures she acts on them. The childminder sets herself areas to further improve. For example, she would now like to incorporate more open-ended resources to develop children's creativity and imaginative play further.
- The childminder completes mandatory training and carries out her own independent research about child development. However, she does not reflect on her professional development effectively to support her teaching skills further.
- Partnerships with parents are strong. They receive ongoing information about their children's time with the childminder, including a written daily diary. The childminder gathers information from parents before children start, to help her

to get to know children quickly and to inform the developmental starting points she outlines for them. Parents speak highly of the childminder and her co-childminder and the care they provide.

- 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.
- Children learn about the world around them through a range of outings and experiences. For instance, children develop their physical skills as they visit parks nearby and explore local green spaces. They also learn to care for animals as they help to feed and take care of the childminder's tortoises.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe from harm. She has kept her safeguarding knowledge up to date through training. The childminder knows the signs that may indicate a child is at risk of harm and the correct procedure to follow to report any concerns about a child's safety or welfare. She has a good understanding of wider safeguarding issues, including risks associated with children and families being drawn into extreme behaviours. The childminder uses risk assessments effectively to minimise risk to children and to ensure they are kept safe.

What does the setting need to do to improve?

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

- enhance opportunities to reflect on professional development and develop practice, in order to raise the overall quality of teaching even higher
- 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

Unique reference number	EY277605
Local authority	Bristol City of
Inspection number	10125545
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2004 and lives in Bristol. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder works with a co-childminder.

Information about this inspection

Inspector

Kelly Sunderland

Inspection activities

- The inspector completed a learning walk of the play areas and discussed with the childminder how she organises and implements the early years foundation stage curriculum.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed by the childminder and the inspector.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke with the childminder and co-childminder at appropriate times during the inspection. A sample of relevant documentation was viewed by the inspector, including evidence of the suitability of household members, self-evaluation 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.

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