

Childminder report

Inspection date: 10 March 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish and display a strong sense of belonging in the childminder's warm and welcoming home. They are articulate and confidently introduce themselves to visitors by name. Children are extremely settled and self-assured. They engage in meaningful conversations with each other to develop a diverse knowledge and understanding of people and families beyond their own. For example, children discuss who they live with, their pets and how many grandparents they have. Children display an excellent attitude to learning and are highly motivated to explore the resources and activities on offer. They use their imagination as they incorporate open-ended resources, such as cardboard boxes, into make-believe play. The childminder supports children to develop their own ideas. She skilfully introduces further resources, such as wrapping paper, to inspire their creativity. Children competently use scissors to cut the paper. They excitedly work together to decorate a box with paper and announce it is a surprise for visitors. Older children are superb role models and are eager to help younger children. They proudly show them how to fill different-sized containers with rainwater collected in the garden and transport it to the mud kitchen. Children display high levels of curiosity as they search for insects and engage in thoughtful conversations about where they might live. They carefully collect the woodlice, placing them in an observation jar so they can take a closer look. Children are fully aware the woodlice are living things. They say, 'They might be scared because we are bigger than them.'

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

- The childminder consistently provides a high-quality and stimulating curriculum. She completes precise and accurate observations of children's learning and uses these to plan a range of inspiring activities to support them to make the best possible progress.
- Partnerships with parents and other professionals are commendable. The childminder has embedded highly successful strategies that support continuity in children's progress between early years settings and home. She completes her own research and shares her expert knowledge with parents. The childminder provides a wealth of helpful advice to support children's toilet training at home. For instance, she recently created a reward chart for using the toilet which was shared with parents and other settings that children attend.
- The childminder is exceptionally calm, patient and kind. She gives children gentle and consistent reminders to help them understand what is expected of them. Children relish opportunities to do things for themselves. For example, they enthusiastically help the childminder to prepare fruit and vegetables at mealtimes. Children quickly learn to manage risks. They use safety knives with impressive control and confidence.
- Children have a wealth of opportunities to learn about number and mathematical

concepts through a range of exciting first-hand experiences. They recognise numbers on the front doors of houses, on road signs and on the bus. For example, they tell visitors they catch the '505' bus to go to the zoo. The childminder uses her expert teaching skills to seamlessly weave mathematical concepts into everyday activities. For example, at snack time, she encourages children to identify and compare the shapes she has cut from the mango. Children use shape names accurately, identifying a 'rectangle' and a 'diamond'.

- The childminder supports children's literacy skills exceedingly well. She encourages children to tell their own stories and helps them to create their own storybooks. Children confidently talk about the books they have made and proudly recall past learning experiences, such as their outing to the train station. They fondly remember collecting the tickets, looking out of the train window and speaking to the conductor about his role at the train station.
- The dedicated childminder meticulously evaluates the quality of her setting. She is highly reflective and continually enhances her already excellent knowledge and skills. The childminder accesses a range of professional development opportunities. For example, she recently attended training regarding the importance of a communication-friendly environment. The childminder aims to create a designated area in the garden to further enhance children's opportunities for speaking and listening.
- The childminder has embedded highly successful strategies that support a two-way flow of communication between home and the setting. Parents demonstrate a high level of regard for the childminder and comment on the 'incredibly caring service' and report their children are 'thriving'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her responsibility to keep children safe and free from harm. She knows how to identify and report any concerns that she may have about a child's welfare. The childminder has a secure understanding of wider issues, such as radicalisation. She implements robust policies and procedures and shares these with parents to ensure they understand her commitment to promoting children's safety and well-being. The childminder places a high priority on teaching children how to keep safe, both at home and when out on trips. For example, she explains that they must be vigilant when crossing the road and must always check for cars, even when the pedestrian light turns green.

Setting details

Unique reference number	106697
Local authority	Bristol City of
Inspection number	10125899
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	23 June 2015

Information about this early years setting

The childminder registered in 1998. She lives in Bishopston, Bristol. She offers her service from 7.30am to 5.30pm, Monday to Thursday, during term time only. The childminder receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector had a tour of the premises and held discussions with the childminder to understand how the early years provision and curriculum are organised.
- The inspector invited the childminder to participate in a joint observation. She considered the quality of teaching during activities and the impact this has on children's learning.
- The inspector sampled documentation.
- The inspector took account of the views of parents through written testimonials.
- The inspector spoke to children at appropriate times during the inspection.

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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