

Childminder report

Inspection date: 2 March 2020

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

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 relaxed in the welcoming and calm setting. The childminder is caring and attentive. Children form strong bonds with her. They receive plenty of cuddles, reassurance and encouragement throughout the day, which helps them to feel secure and at ease. New children settle quickly.

Children benefit from an unhurried learning experience, exploring freely and using their imagination to develop their own play. The childminder facilitates children's learning skilfully, enabling them to become deeply engrossed in their activities and building on their skills through sensitive interaction. For instance, children spend a long time drawing on a large piece of paper. The childminder draws alongside them and demonstrates different types of marks, modelling new skills effectively. Younger children safely explore their surroundings and challenge their skills, in the knowledge that the childminder is nearby to support them. For example, they learn to operate simple electronic equipment through trial and error, and practise standing and walking along by holding onto furniture.

The childminder expects all children to be polite and kind and to look after one another. She supports their understanding through gentle but clear rules and helps them to recognise one another's needs. For example, she teaches younger children to respect older children's space and their play. Children play harmoniously and develop close friendships.

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

- The childminder ensures children benefit from a wide range of experiences to develop their understanding of their community and the wider world. For instance, they visit shops in a different area of the city, which helps them widen their awareness of diversity. The childminder ensures children are able to socialise and develop friendships with others outside of the setting, to help build on their social skills and prepare them for future learning.
- Children enjoy mathematical challenges throughout the day and develop a good understanding of numbers, size and quantities. For instance, as children play with dry oats, the childminder supports them to discover the relationship between capacity and size, using measuring cups and counting how many spoonfuls are needed to fill them up. Younger children delight in the sensory experience and enjoy filling and emptying a range of interesting containers. The childminder extends children's problem-solving skills effectively, giving them time to work things out for themselves and asking questions that encourage further thinking. Children are keen learners.
- The childminder engages children in meaningful conversations throughout the day. She models good speech and extends children's vocabulary by introducing

new words. For instance, she discusses what 'reflection' means as they read a story. Older children enjoy story times as they use puppets to act out the story that the childminder reads to them. However, on occasion, the childminder does not make the most of the younger children's love of music, to further extend their language and early literacy skills as well as possible.

- The childminder keeps parents well informed about their children's progress. For instance, she provides daily diaries for younger children and regularly discusses next steps with parents so that they can support their children at home. This helps to provide consistency of care and learning for the children. Parents state that they 'cannot praise enough' the care that the childminder provides, and that their children love to attend the setting.
- Children become increasingly independent, supported by the childminder, who builds on their skills effectively. For example, she involves older children in preparing snacks for the younger children. They learn to use a knife safely to cut fruit and pour water out of a jug. Children learn to manage self-care skills in readiness for pre-school, such as putting on their own coats and managing zips.
- The childminder is committed to developing her knowledge and skills to continually improve her practice. For instance, she has recently attended training on providing different types of resources that help to support children's creative and imaginative play further. She has since improved the range of resources and has further plans for enjoyable outdoor activities. The childminder actively seeks the views of other professionals and childminder colleagues to help her evaluate and enhance her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training, and is fully aware of wider safeguarding issues. The childminder is confident with the local procedures for reporting concerns should she have any about a child's welfare. She supervises children well throughout the day and maintains a safe environment. She knows how to identify and minimise risks, for example by making sure that the children are using toys and equipment appropriately.

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 sing songs and rhymes, to extend younger children's language and early literacy skills even further.

Setting details

Unique reference number	106550
Local authority	Bristol City of
Inspection number	10125398
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	0 to 9
Total number of places	5
Number of children on roll	8
Date of previous inspection	9 December 2015

Information about this early years setting

The childminder registered in 2000. She lives in the Henleaze area of Bristol. The childminder holds an early years qualification at level 3. The childminding service is offered Monday to Thursday from 8am until 6pm, throughout the year.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The inspector had a tour of the areas of the home available to children and completed a learning walk with the childminder to discuss the organisation of the 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 read 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