

# Childminder report

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Inspection date: 23 June 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and have settled well following the COVID-19 (coronavirus) pandemic. During this time, the childminder has kept in touch with families to continue understanding children's needs and changes in their development. Children access a variety of resources based on their interests, independently and with confidence. The childminder has high expectations of children and encourages them. For example, when children ask her to put a costume on for them, she encourages them to try and put it on themselves first.

Children benefit from the childminder's strong focus on their personal, social and emotional development. The childminder consistently provides children with opportunities to play cooperatively, be kind to each other, build friendships and display good manners. For example, when a child wants to join another child in their play, she role models the language to use for them to ask their friend kindly if they can join. Children learn empathy and are kind to one another. Parents no longer enter the childminder's home due to the COVID-19 pandemic. This does not impact on the high level of communication that parents receive. The childminder continues to provide all the required information about children's day and their development through messages and conversations at pick-up time.

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

- The childminder has reflected on the weaknesses identified at the last inspection and taken steps to make improvements. For example, children demonstrate a good understanding of self-care and hygiene as they wash their hands independently after using the toilet and before snack time. The childminder works closely with the local authority to improve her service and receives regular feedback from parents. She has a positive attitude to making improvements.
- The childminder has a strong ambition for what she wants the children in her care to learn. She finds out a wide range of information about children's development, interests and their home life when they first start. The childminder uses the information to provide children with activities that interest them, as well as opportunities that they may not get at home. For example, children who have limited opportunity for outings are provided with cultural experiences such as trips to the farm and the countryside.
- In general, the activities on offer support children to make good progress in their learning. However, on occasions, planned activities do not achieve the desired outcome to support children to reach their next steps.
- Children are provided with opportunities to learn about different emotions and are able to identify their own feelings. For example, when looking through emotion cards, children recall events like feeling sad when it was bedtime because they did not want to go to bed.

- Children engage well in the activities as they explore the resources and make choices in their play. However, at times, quieter children are not fully included in all aspects of activities.
- The childminder has strong partnerships with parents, and they are very complimentary about the support they receive. She works closely with parents to support children's development. For example, when children display challenging behaviour, the childminder develops a consistent approach with parents to positively reinforce good behaviour. This results in significant improvements in children's behaviour.
- Children show good levels of independence. Younger children feed themselves and learn to start using spoons and forks. Older children access the toilet independently and chop up their own fruit for snack. They are prepared well for the next stage in their learning.
- The childminder supports children with their communication and language, and encourages children to critically think and solve problems. Children take part in a construction activity where the childminder introduces them to the words 'nuts' and 'bolts' when narrating what they are doing. She also incorporates mathematical concepts as children build a robot as she asks them what shape they want to use to make the robot's body. They confidently identify different shapes, colours and numbers.
- The childminder has systems in place to ensure her assistants provide children with a safe environment and support children to make good progress in their learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to safeguard children. This includes her understanding of her role in working with assistants and the procedure to follow if there are concerns about her assistants. The childminder has robust systems in place to check her assistant's understanding of child protection procedures, which supports her to identify any gaps in their knowledge. The childminder takes steps to keep children safe while they are in her care, as well as teaching them about safety. For example, when a baby arrives, she teaches older children to put away small toys which may be dangerous for the baby.

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

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

- refine planned activities to support children's next steps in learning consistently well
- review children's learning opportunities during activities to enable the more quiet children to fully participate.

## Setting details

<b>Unique reference number</b>	EY335694
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10114664
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	13 May 2019

## Information about this early years setting

The childminder registered in 2006. She lives in Mangotsfield, near Bristol. The childminder works with three registered assistants. She currently offers care on Monday to Friday from 7am to 6pm, all year, except for family holidays and bank holidays. She receives funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Champa Miah

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk across the areas of the childminder's home where childcare is provided. This helped to establish how the childminder delivers the early years curriculum through her everyday practice.
- The inspector observed the childminder interacting with children indoors and outside. She jointly evaluated a planned activity with the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times throughout the inspection. She took account of parents' views through written testimonials.
- The childminder shared a sample of documentation, including training certificates and children's 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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