

Childminder report

Inspection date: 19 October 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Outstanding |
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What is it like to attend this early years setting?

The provision is good

The childminder is friendly, caring and considerate. Children have secure and beneficial relationships with her and the rest of her family. They are happy and relaxed in the safe, nurturing and welcoming environment. Children behave well, listen and show respect for the childminder and what she has to say. The childminder helps children promptly when they need occasional support, to understand boundaries in place for their safety. During the COVID-19 pandemic, the childminder maintained effective contact with the children and their families through the first national lockdown. She provided very sensitive support through her carefully planned outdoor visits and her regular messages and telephone calls.

The childminder is experienced and knows how children learn. She gets down to their level, playing alongside them. Children have fun creating a pretend picnic. They talk about the different food and learn how to place the picnic blanket down effectively by holding the corners. Children are keen and motivated to develop their skills. They carefully thread dried pasta onto spaghetti strands to create towers and, with the childminder's support, count the pieces they have placed. Children mould dough, build with blocks and cut up fruit for their snack. They develop their hand-to-eye coordination and gain dexterity and strength that will support their early writing skills.

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

- The childminder takes children out into the local community to offer them different experiences. For example, they go on visits to the city docks and community farms to support their understanding of the world. The childminder also visits play-based groups at the local children's centre where children can meet with other children of a similar age, developing their confidence and social skills.
- The childminder monitors children's progress regularly and accurately. She identifies any gaps in their development and makes plans to support the next steps in their learning. Children make good progress and gain skills for the next stage of their learning.
- The childminder sets up her home in a stimulating way, to encourage children's inquisitiveness and motivate them to explore. They relish the opportunity to make independent choices and happily select items, following their interests and ideas. Their confidence grows as the childminder encourages them to explore different activities and they develop positive attitudes to new experiences.
- The childminder focuses on preparing children for their move on to nursery or school. Older children develop their sense of responsibility and, with the childminder's support, learn to do things for themselves. However, although younger children are often also keen to try, the childminder sometimes moves

on quickly and misses the chance to consistently extend their self-care skills.

- The childminder promotes children's health and hygiene well. She teaches them to wash their hands before they eat and after they have wiped their nose. Children enjoy drinking water and fruit smoothies and eating the healthy meals that the childminder provides. The childminder has activities in her garden. She also takes children to local parks, where they can enjoy being active in the fresh air and develop their physical skills on the range of equipment.
- Overall, the childminder supports children's communication skills well. She develops their concentration, listening and understanding very effectively. However, at times, the childminder does not make the most of opportunities to encourage children to express themselves and develop their speech further.
- The childminder shows dedication to the children and families who use her provision. She builds strong and very beneficial relationships with parents. They share a comprehensive range of information about children's achievements and interests, to support a collaborative approach for children's care and learning. Parents are very positive about the marvellous support the childminder provides. They say their children have developed wonderfully and grown confident, and that they are always so happy to see the childminder.
- The childminder links with local authority advisers and other childminders, and undertakes training and research to find improved ways of working. She has used these effectively to develop aspects of her practice. The childminder has simplified children's assessments and how she shares information with parents, making these easier for parents to access, use and understand.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the procedures to follow if she has concerns about a child. She attends regular training to keep her child protection knowledge updated. The childminder carries out thorough risk assessments of her home and when taking children on outings. She uses equipment to restrict children's access to higher risk areas. For example, the childminder places a fixed safety barrier towards the end of her garden in autumn, as the large apples fall from the tree. She is vigilant as children play and explore, and offers them reminders on safe practices, such as not standing on the furniture as they may fall.

What does the setting need to do to improve?

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

- provide children with consistent opportunities to do things for themselves and develop their independence skills to greater levels
- develop more ways to encourage children to express themselves and progress their language and communication further.

Setting details

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| Unique reference number | EY229924 |
| Local authority | Bristol City of |
| Inspection number | 10125515 |
| 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 | 1 to 3 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 17 February 2015 |

Information about this early years setting

The childminder registered in 2002 and lives in Hengrove, Bristol. She operates all year round from 8am to 5pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged one and two years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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 inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in questionnaires and children's assessments.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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