

Childminder report

Inspection date:

3 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder is caring and provides a very nurturing environment for the children. She has built extremely strong and beneficial relationships with them. They are very happy and content and thrive in her care. Young children behave very well. They listen respectfully to the childminder, share with their friends, and take turns with toys. They take pride in doing things for themselves and excellently develop their sense of responsibility. They conscientiously tidy toys away, help to clean the table at mealtimes and put their rubbish in the bin. The childminder gives children time to tackle new tasks, developing their confidence and encouraging them to 'have a go'. Children work hard to get the tops off their yoghurt pots at lunchtime and to build with construction items. They develop very positive attitudes towards learning and developing their skills.

The childminder kept in touch with children and their families during the COVID-19 pandemic. Her messages and video calls helped maintain their relationships during periods of national lockdown. Parents do not come into the childminder's home, in order to help maintain safe social distancing. The childminder continues to maintain a very beneficial two-way flow of communication with parents, through daily chats and messaging. She has also set up a noticeboard outside her home to share useful information with them.

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

- The childminder carefully monitors and assesses children's progress through frequent observations. She identifies any gaps in children's development and makes plans to help them to achieve the next steps in their learning. All children make good progress, and their personal, social, and emotional development are very good. This includes children who speak more than one language. Children gain essential skills that will support their future learning.
- Overall, the childminder supports children's communication well. Children listen and show considerable understanding for their age, they learn to take turns in conversation and start to discuss their ideas. However, at times, the childminder does not flexibly adapt her support, such as to model speech sounds clearly and consistently, to develop all children's language skills as quickly as possible.
- The childminder sets out her home in a very child-centred way. She provides a varied and highly organised range of toys and stimulating resources. These are very thoughtfully presented across the main rooms of her home and out in her garden. She makes excellent use of all areas, maximising opportunities for children to make choices. They eagerly explore, making marks with chalks on the easel and find wheels to put on items that they build. They use play tools imaginatively to 'fix things' and giggle excitedly as they hide in the play tent.
- Children have fun with the childminder. She gets down to their level, and

sensitively joins in with their play and exploration. Overall, she effectively inspires them and they concentrate well on things that interest them. However, the childminder does not adapt her approach during adult-led activities. She occasionally does not build on children's emerging ideas, to extend their engagement with the resources and develop their skills to the highest level.

- The childminder uses the local area extensively to broaden the range of learning experiences offered to children. They relish trips to visit the city docks, where they excitedly watch the boats and the construction vehicles working nearby. They build their confidence and social skills in new situations during visits to local play-based groups where they can meet with other children of a similar age. The childminder meets regularly with other childminders at a local woodland near her home. They work together to offer the children inspiring activities to learn about and experience nature.
- The childminder conscientiously reflects on her practice and provision, making changes to benefit the children in her care. She works closely with a group of local childminders to discuss and share good practice and gain new ideas. She uses her membership with childminding associations and links with local authority advisers to undertake training, to maintain her skills and to keep abreast of changes to requirements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder closely monitors children as they play. She carries out thorough risk assessments on her home and when on outings to help maintain children's safety and security, including during her trips to the local woodland. She is vigilant as children play and explore in her home and gives them reminders on safe practices. The childminder knows what actions to take if she has a concern about a child's safety or well-being. She ensures she keeps abreast of any changes and refreshes her knowledge by undertaking relevant child protection training regularly.

What does the setting need to do to improve?

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

- adapt teaching to flexibly follow and support children's needs even more closely, developing their skills to the highest level.

Setting details

Unique reference number	106827
Local authority	Bristol City of
Inspection number	10125403
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	2 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1998 and lives in Clifton, Bristol. She operates all year round from 8am to 6pm, Tuesday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the childminder since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- 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 letters.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder informed of 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.

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 2021