

Childminder report

Inspection date: 24 November 2021

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 build secure relationships with the childminder and her family, and they are happy and settled in her care. Children are independent and confident, and the childminder supports this well. For instance, younger children eagerly try to peel their fruit without help and the childminder encourages them and praises them for their achievements. The childminder is a good role model. She teaches children to be kind and respectful. The childminder has clear rules and boundaries in place so that children know what is expected of them. For example, she encourages children to remember to say please and thank you as they play and at mealtimes. She involves children in tidying away activities before they can have lunch.

Children enjoy exploring with paints as they do their own artwork; they spend time focused as they mix the colours together on their paper and explore the marks that they make. Children proudly show their work to the childminder when they have finished. The childminder helps to promote healthy lifestyles and involves children in learning about health and well-being. For instance, children learn to follow good hygiene practices and they are involved in growing their own vegetables which they have for snacks and share with their families.

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

- The childminder knows the children well, she works closely with parents to gather key information about their children to help them to settle, follow their routines and to plan, using their interests. The childminder monitors children's progress closely to help her to plan and support children's individual learning needs.
- Overall, the childminder implements her curriculum well. She considers the children's learning needs and interests, to plan a good range of activities and experiences for the children. However, she does not ensure that children are able to make their own independent choices about what they would like to play with. Resources are not easily accessible for children to choose from independently to encourage them to make choices.
- Throughout the COVID-19 pandemic, the childminder communicated very well with children's parents. She kept in contact through regular telephone calls to maintain relationships with children and their families, and to check on their welfare. The childminder provided children with activities to do with their families when they were unable to attend her setting.
- Parents say that they are very happy with the care that their children receive. They say that the childminder takes a keen interest in their children's development and she provides them with a wide range of experiences to promote their learning. Parents say that their children really enjoy their time with the childminder and look forward to attending.

- The childminder provides a good range of interesting activities that motivate children to take part in. For instance, children are eager and excited to see what they find when they cut different fruits and vegetables open. They eagerly taste the different foods and help to prepare them to cook for their lunch. The childminder encourages children to use different tools and to learn how to keep themselves safe when using knives for cutting. Children concentrate as they learn how to handle the knife and focus as they try to cut carrots in to small pieces.
- The childminder skilfully introduces children to new words and concepts as they play and explore. For instance, she uses props and pictures to help to deepen the children's understanding of the words that they are using. However, at times, she speaks too quickly not allowing children time to think and process what is being said.
- The childminder provides children with lots of opportunities to explore outside of her home and to mix with other children of similar ages. She works closely with other local childminders. Children benefit from plenty of fresh air and exercise and enjoy outings to farms, parks and other places based on children's interests.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She keeps her child protection knowledge up to date and relevant and implements a robust safeguarding procedure. The childminder is aware of the indicators that may suggest that a child is at risk of harm and she is confident at reporting any concerns she has. The childminder carries out risk assessments and she talks to the children about risks as they play, to help them to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- allow younger children more time to think and respond to questions asked, to support their communication and language development further
- review the organisation of the environment to allow children to make their own choices about what they would like to play with.

Setting details

Unique reference number	106757
Local authority	Bristol City of
Inspection number	10125401
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 January 2016

Information about this early years setting

The childminder registered in 1997 and lives in Knowle, Bristol. The childminder operates from 8am until 6pm, on Mondays, Tuesdays and Wednesdays, all year round. The childminder holds a relevant early years qualification at level 4.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the setting 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 inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- The inspector spoke to the children and the childminder at appropriate time throughout the inspection.
- The inspector observed activities and the childminder's interactions with children throughout the inspection.
- The inspector sampled some documentation.
- The inspector spoke to a parent and read written feedback from other parents and took their views in to consideration.

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