

Childminder report

Inspection date: 15 June 2022

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

Children thrive in the relaxed and nurturing environment the childminder provides. The childminder pays particular attention to children's emotional well-being and carefully considers their needs. She is very attentive and makes sure that each child feels valued and respected. Children have strong beneficial relationships with her. They are very happy and content. Their self-confidence grows excellently alongside the gentle guidance and responsive support the childminder offers. Children chatter confidently as they play because they know the childminder listens to them and is interested in their ideas. They learn to manage their emotions, share toys and play cooperatively with one another.

The childminder plans an ambitious curriculum which is designed to give children a rich set of experiences. Young children develop a very good sense of responsibility and excellent independence and personal skills for their age. Children take pride in doing things for themselves. They conscientiously tidy toys away, making sure they put these in the right place. The childminder gives children time to tackle new tasks, building their confidence and encouraging them to 'have a go'. Children very carefully pick ripe strawberries from the childminder's garden. Younger children show excellent skills as they put on their shoes on independently and carefully pour themselves some water. Children develop very positive attitudes towards learning and developing their skills.

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

- 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 thoughtfully presented across the main rooms of her home and out in her garden. The childminder carefully evaluates these, making improvements and adjustments such as introducing interesting and practical ways for children to explore technology and access craft items independently. Children delight in exploring and following their interests and ideas.
- Children develop a real love of books. They listen intently to stories. The childminder reads books with great intonation and children are captivated. She ensures children understand the stories and patiently explains unfamiliar words and concepts. The childminder has books that convey beneficial messages and help children to understand emotions and the views of others. Older children know the structure of books and that print carries meaning. They excitedly anticipate the familiar parts of their favourite stories and discuss these in-depth with the childminder. Younger children enthusiastically point out things that interest them, confidently babbling and talking.
- Children make good progress, and their personal, social and emotional development is very good. The childminder has an in-depth understanding of

how children learn. She carefully outlines any gaps in their development. The childminder creates a well-thought-out plan of what she wants children to achieve and how she will use resources to support their learning.

- Children develop their muscle strength and dexterity very effectively. Young children persevere to sort shapes and stack blocks. They enjoy creating with dough, breaking and forming it then piling it up to make dough towers. Older children have great fun during water play and use large rollers to make marks on the childminder's shed. They create their own games as they see who can reach the highest. Children imaginatively make ice creams with the sand, filling containers carefully and talking about flavours and toppings. However, at times, the childminder does not adapt her approach and build on children's emerging ideas, to develop their thinking and skills to the highest level.
- The childminder provides children with exciting experiences to develop their curiosity and understanding of the natural world. Children relish trips to the local woodlands and the inspiring activities the childminder leads there. They watch their sunflowers grow in the childminder's garden and learn how compost is created. Children are fascinated to watch baby caterpillars and make plans with the childminder to collect the right food for them.
- Partnerships with parents are very good and the childminder links closely with other settings children attend. She shares children's achievements and plans for their learning, to provide a consistent approach. The childminder works closely with parents to help support children's learning at home. Parents say the childminder provides a very calm, caring, creative and loving environment and that she is incredibly organised, thoughtful and meticulous in her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder conscientiously supports children's safety while in her home. She thoughtfully uses equipment to aid their independent use of the ground floor and their access into her garden. The childminder has robust processes for outings she undertakes to ensure children learn to keep themselves safe, for example while walking in the community or playing in the woods. Parents are full of praise for the work she does and say their child has gained impressive road safety skills. The childminder has an in-depth understanding of any issues that may affect children's well-being and welfare. She ensures that she keeps abreast of changes and refreshes her knowledge by undertaking relevant child protection training.

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 make the most of all available learning opportunities, developing children's thinking and skills to the highest level.

Setting details

Unique reference number	EY455395
Local authority	Bristol City of
Inspection number	10236007
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 November 2016

Information about this early years setting

The childminder registered in 2013 and lives in Horfield, Bristol. She operates from 7.30am to 5pm Monday to Friday during term time, along with occasional days in the school holidays. The childminder holds an appropriate qualification at level 4. She is eligible to provide funded early education for children aged two, three and four 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 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.
- Parents shared their views of the childminder's provision with the inspector.
- 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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