

Childminder report

Inspection date:

14 September 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

Good

What is it like to attend this early years setting?

The provision is good

Children are extremely happy and content in the childminder's welcoming home. The childminder gets to know children exceptionally well, and they respond positively to her nurturing approach. Activities and experiences planned for children arise from what the childminder knows children are interested in, what they can already do and what they need to learn next. All children, including those children with special educational needs and/or disabilities, make good progress in all areas of their development during their time with the childminder. As a result, they are well prepared for their move on to school. Children learn about the world around them and have excellent opportunities to learn outdoors. For example, they show care for wild animals and help to care for hedgehogs and birds. The childminder is extremely keen to give children a range of experiences which supports their learning well, such as trips to the theatre.

Children get on extremely well with one another and behaviour is excellent. The childminder is clear with children about what is expected of them, and children follow the superb example set by the childminder.

The childminder works well with her co-minder. They work collaboratively to continually improve the service they offer and ensure a continuity of care and learning for the children.

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

- The childminder gathers a good range of information from parents when children first start with her. She uses this information to plan for children and to ensure they have access to resources and activities that will best support their next steps in learning.
- Children's communication and language development is supported very well, including those children who are bilingual. The childminder takes time to talk to children. She skilfully questions older children to encourage them to share their thoughts and opinions. She uses books well to model vocabulary and engage young children and babies in conversation.
- The childminder provides children with a stimulating and well-balanced curriculum. Children particularly enjoy story sessions which support their personal, social, and emotional development and enhance their literacy skills.
- Children benefit from the childminder's extremely enthusiastic approach. The childminder encourages children to practise and persevere at things and, as a result, children develop an excellent range of independence and self-care skills which prepares them exceptionally well for the next stage in learning and their eventual move on to school.
- The childminder celebrates children's personal achievements and offers high

levels of praise. This helps to significantly boost children's confidence and gives them an excellent sense of pride in what they can do.

- Parents are complimentary about the service the childminder provides. Many parents have used the childminder over several years with older siblings and report that they have always had positive experiences. There is a regular exchange of information with parents. The childminder ensures parents are well informed about their child's day and she stays up to date about children's home lives.
- The childminder works well with early years professionals in other settings that children attend. They regularly share information about children's ever-changing interests and needs. This enables the childminder to offer a continuity of care and helps her to plan similar learning experiences to build on what children are learning elsewhere.
- Children are motivated as they learn essential skills in preparation for school. However, providing children with opportunities to develop their technological skills is not as well focused in the curriculum as other areas of learning.
- Children develop in their physical skills well. They enjoy mark-making activities which help develop their fine-motor skills, and they are provided with ample opportunities to develop their gross-motor skills as they use play equipment in the park.
- The childminder regularly engages in professional development opportunities to help her stay up to date with changes in legislation and to maintain relevant knowledge. She engages in a wide range of training which continually improves her good teaching and leadership skills.
- The childminder provides a range of real and extremely well-thought-out experiences for children to learn about similarities and differences in people. For example, children are encouraged to share their culture with their peers, and festivals and religious events relevant to families and children that attend are celebrated and learnt about.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains excellent levels of training and professional development regarding safeguarding. The childminder and her co-minder keep their safeguarding and child protection knowledge up to date. She fully understands her responsibility to keep children safe and to protect them from harm. She is aware of the signs that may indicate a child is at risk of harm. The childminder is clear about who to contact should she be worried about the welfare of a child in her care and knows how to respond should she have concerns about the behaviour of a co-minder. Highly effective policies and procedures are implemented by the childminder and her co-minder.

What does the setting need to do to improve?

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

- provide more opportunities for children to build on their technological skills and knowledge to further enhance their learning.

Setting details

Unique reference number	136402
Local authority	South Gloucestershire
Inspection number	10204602
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	0 to 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	19 September 2018

Information about this early years setting

The childminder registered in 1993. She is situated in Yate, Bristol. The childminder provides care from 7am until 6pm, Monday to Friday, all year round. The childminder works with a co-minder. The childminder is in receipt of government early education funding for some children.

Information about this inspection

Inspector

Dominique Allotey

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 provision.
- The inspector held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation and her partnership working with her co-minder.
- The inspector looked at relevant documentation, including checking the suitability of the childminder and other household members.
- The inspector held discussions with the childminder about the environments, activities and experiences on offer to children, to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder, her co-minder, parents and children spoken to on the day of the inspection.

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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