

Childminder report

Inspection date:

29 September 2022

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 are very settled in the calm environment and form secure attachments with the childminder. She recognises their individual interests and uses these well to help them learn, progress and enjoy their play. For example, the childminder uses a child's interest in cars to help him to share with others. Children enjoy going on local outings with the childminder, such as to play parks and childminding groups. The childminder encourages children to become confident communicators while out in the community. For example, children interact with local shopkeepers, who offer them opportunities to try new and unusual fruits.

Children enjoy singing a wide range of nursery rhymes and songs as they play. The childminder uses signing to enable all children to take part. Children happily copy sign actions and words. They collect books and show real delight as they sign to ask the childminder to read stories that are familiar to them. They respond happily to the lively and enthusiastic way the childminder reads the story and are keen to turn the pages while confidently predicting the ending. Children are kind, behave well and are happy. The childminder praises their efforts and acknowledges all children's achievements. Children blossom and thrive in the care of the nurturing childminder.

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

- The childminder works hard to achieve the best outcomes for the children she cares for. She has a clear vision for her curriculum and adapts it regularly to ensure that all children make the best possible progress. The childminder works with parents, the local authority and other agencies to support each child's learning and development.
- The childminder has high expectations for all children in her care. All children, including those who may be disadvantaged or those with special educational needs and /or disabilities, make good progress.
- Children have opportunities to learn about cultures that are different to their own. For example, the childminder takes them to the library each week to listen to stories from around the world. This also provides opportunities for children to interact with others and develop valuable social skills for the future.
- The childminder evaluates aspects of her provision. She identifies her training needs to support children who speak English as an additional language. However, she does not explore the range of opportunities available to enhance this area of her professional development to the highest level in order provide targeted support for children.
- Mathematics is part of everyday activities. The childminder encourages children to count and recognise numbers at every opportunity. For example, they count their steps while they are out walking.

- Parents speak highly of the childminder and express their thanks for the way she cares for their children and supports them with ideas to help their children's development at home.
- Children are beginning to develop an understanding of healthy lifestyles. The childminder encourages children to wash their hands before snack and mealtimes. However, she has not shared information about oral health with children to help them understand why this is important.
- The childminder encourages each child's individual independence and provides appropriate equipment to support this, such as a step which can be used to access the toilet and sink without her support. In addition, she has purchased a low-level table and chairs that help children with reduced mobility to access table activities.
- Children make good progress in their physical development. They go for daily walks in the community. The childminder helps children who have delayed mobility to take part by supporting them to walk with her help.
- Children show immense delight as the childminder sings constantly to them at every opportunity. The childminder knows each child well and uses this knowledge to support them with their individual developmental needs. For example, she encourages children who need support with their small-muscle skills to use a knife to cut fruit at snack time.
- The childminder supports children's speech and language development well. She talks to the children as they play, which helps to extend their vocabulary and understanding. The childminder supports children to learn the correct words. For example, when a child says 'nana', the childminder replies, 'That's right, it's a banana.'

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe and takes this seriously. She attends regular training to keep her understanding up to date, including a range of extended training which deepens her safeguarding knowledge. The childminder knows the signs and symptoms of when a child may be at risk of harm. She knows who to contact and what to do if she has a concern. The childminder supervises children appropriately. Daily risk assessments are carried out before the children arrive and while on outings to help minimise any accidents and hazards.

What does the setting need to do to improve?

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

- explore the range of opportunities available to enhance professional development to the highest level

- promote children's understanding of the importance of oral health.

Setting details

Unique reference number	EY468376
Local authority	Bristol City of
Inspection number	10236266
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	3
Date of previous inspection	5 October 2016

Information about this early years setting

The childminder registered in 2013 and lives in Saint Pauls, Bristol. She operates all year round from 8am to 5pm, Monday to Friday. The childminder has a childcare qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Lin Harvey

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 setting.
- The inspector and the childminder had a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documentation, including evidence of training.
- A meeting was held between the inspector and the childminder.

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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