

Childminder report

Inspection date:

3 November 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 thoroughly enjoy the high-quality outdoor learning experiences the childminder provides. The childminder has undertaken training that focuses on this, and she uses it well to support the children's learning. Children use natural resources to build dens together. They develop excellent social skills and play together exceptionally well. Their behaviour is exemplary. Children enjoy regular outings to the childminder's allotment, where they are physically active, develop gardening skills and learn about nature.

Children develop strong communication and literacy skills. The childminder reads clearly and in an engaging manner. Children demonstrate their good understanding by retelling the stories in their own words. The childminder uses praise very well to motivate and congratulate children. Children beam with pride when they identify their name cards and sound out the first letters of their names. Children develop high levels of confidence in their abilities. They develop skills to support successful transitions on to the next stage of their education.

The childminder provides superb support for children's emotional well-being. In response to the COVID-19 pandemic, the childminder worked closely with the local authority to help her to support children who had experienced limited interactions outside of their family. The childminder plans outings very carefully to build up children's confidence and provides cosy dens to help children to relax.

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

- The childminder provides a good range of opportunities for children to draw and practise their early writing skills. Children enjoy writing cards to their families and mixing paints to create colourful artwork, such as firework pictures. They build up strength in their hands to support good stamina for future writing.
- The childminder regularly exchanges information about children's learning and care with parents. Children benefit from high levels of continuity in their care routines and their learning. Parents report that they enjoy receiving regular photographs and updates. They praise the childminder for providing a loving and nurturing environment where children feel loved and special.
- The childminder and her co-childminder are extremely good role models for children. They consistently treat children respectfully. Children develop excellent manners. For example, they thank the childminders for their meals before they get down from the table.
- The childminder teaches children extremely well about healthy lifestyles. Children pick raspberries and tomatoes at the allotment to eat, and the childminder explains why they are good for their bodies. Children benefit from daily fresh air and exercise. They build up good appetites and tuck into their

nutritious lunches. Children learn to recognise when they are tired and they settle down to sleep quickly.

- Children benefit from a strong curriculum that provides high levels of support for their personal, social and emotional development. The childminder provides excellent opportunities for children to learn about diversity. Children enjoy sharing information about what is important in their lives, such as their own cultures and that of others. They understand that they are valued and they develop high levels of confidence.
- Partnerships with other early years settings attended by the children are strong. The childminder shares information regularly to help to provide complementary experiences for children. She prepares children very well for the transition on to pre-school or school. For instance, she creates story books for children to help them to explore any worries they may have.
- The childminder evaluates her provision well. She works closely with her co-childminder and takes into account the views of children and parents when identifying areas for development. The childminder continually develops her professional knowledge and skills and stays up to date with the requirements of her role. She uses training effectively to develop her practice.
- Children make good progress across the areas of learning. The childminder observes children and monitors their progress regularly to identify what they know and can do. She provides a wide range of interesting learning experiences. For example, while children play with oats and containers, they practise using the words 'big' and 'small' to develop their mathematical language. However, the childminder does not consistently challenge the most able children during planned activities to extend their overall development to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

The childminder risk assesses the learning environment well and she teaches children how to keep themselves safe. For example, the childminder explains that they might slip on the wet path through the allotment and children place pieces of bark on the path to soak up the rainwater. The childminder has a clear understanding of safeguarding issues, including dangers arising from using the internet. She supports children and their parents to understand the risks and how to reduce them. She knows the signs that could indicate that a child is at risk of harm, and she understands how to report any child protection concerns.

What does the setting need to do to improve?

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

- consistently extend children's learning, particularly during planned activities, to develop their progress to the highest levels.

Setting details

Unique reference number	EY482098
Local authority	Bristol City of
Inspection number	10236501
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 2
Total number of places	5
Number of children on roll	4
Date of previous inspection	24 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in the Claybottom area of Bristol. She offers care from Monday to Thursday, from 8am until 4.30pm, all year round. The childminder works with another registered childminder.

Information about this inspection

Inspector

Sarah Peacock

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 provider and has taken that into account in their evaluation of the provider.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector observed the quality of teaching being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector took account of the written views of parents.
- Children communicated with the inspector during the inspection.
- The inspector looked at relevant documentation.

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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