

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 enjoy an extremely warm welcome from the childminder. They begin the day together singing songs to welcome each individual child. The childminder plays her guitar and sings, while children join in with words, actions and musical instruments. Babies enjoy clapping along. All children are very motivated to join in and they develop high levels of focus and concentration.

The childminder makes good use of her allotment to help her to provide a wide range of interesting learning experiences. Children benefit from plenty of fresh air and physical activity in a safe environment. They dig holes to plant seeds and diligently water them. Children harvest raspberries and tomatoes to eat at snack time, and they grow their own pumpkins ready for Halloween. Children develop high levels of knowledge about nature and gardening.

The childminder and her co-childminder consistently model respectful and kind interactions. Children develop an excellent understanding of the expectations of the setting. Their behaviour is exemplary. Children are very kind to each other and play harmoniously together.

The childminder provides an extremely nurturing environment for children. In response to the COVID-19 pandemic, the childminder has enhanced her personal, social and emotional curriculum even further to sensitively support children, who have experienced very little social interaction outside of their family.

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

- Children develop a love of books. They listen to stories extremely well while snuggling up to the childminder. The childminder supports children's language development well. For example, she reads clearly and builds their vocabulary by providing detailed commentary about what she can see. However, the childminder does not consistently give children enough time to think and contribute their ideas.
- The childminder has clear intentions of what children need to learn and she monitors their development well. The childminder works closely with her co-childminder to ensure that they have a shared understanding of how to support individual children in their learning. Children make good progress, and they develop knowledge and skills to support them in the next stage of their education.
- Children enjoy taking part in the many creative activities the childminder provides. Older children develop strength in their hands as they mould clay into a hedgehog shape, and snap twigs into smaller pieces to form the spikes. The childminder adapts activities well to include babies and to meet their individual

needs. Babies demonstrate high levels of focus as they feel and mould clay and a range of other materials.

- The childminder provides excellent opportunities for children to learn about diversity. She works closely with families to ensure that festivals that are important to them are celebrated, such as Diwali. Children share information about their families and cultures confidently and they develop a positive sense of their identities.
- Babies who are new to the setting quickly form very strong emotional attachments to the childminder. They are happy in the childminder's care, and they eat and sleep very well. The childminder uses home visits effectively before children start to attend. This helps to build her understanding of their developmental levels and care routines to ease their transition into the setting.
- Children develop high levels of independence. Mealtimes are unhurried and sociable occasions, where babies persevere with using cutlery to feed themselves. The childminder provides plenty of opportunities and time for children to master putting on their own shoes and coats.
- The childminder is committed to continually developing her practice. She welcomes support from the local authority, to help her to keep up to date with changes in requirements. The childminder undertakes professional development opportunities to benefit children. For instance, she uses her training in woodwork well to support children to use tools safely and develop their physical skills.
- Partnerships with parents and other relevant early years providers are strong. The childminder regularly exchanges information about children's progress with them and she values their contributions to her planning. Parents are all complementary about the childminder's work. They comment that their children come home full of enthusiasm about what they have done that day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe. She undertakes regular safeguarding training to keep her knowledge up to date. The childminder knows the signs that could indicate that a child is at risk of harm. She reads regular communications from her local authority, to ensure that she understands any changes in how to report child protection concerns. The childminder is alert to hazards, and she teaches children how to keep themselves safe. For instance, on outings, she clearly explains how to cross roads safely.

What does the setting need to do to improve?

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

- give children more time to consider and contribute their ideas, to support their

language development as well as possible.

Setting details

Unique reference number	EY482145
Local authority	Bristol City of
Inspection number	10236503
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 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	24 October 2016

Information about this early years setting

The childminder registered in 2014 and she lives in the Claybottom area of Bristol. She offers care from 8am to 4.30pm, from Monday to Thursday, 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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and the rationale for their EYFS curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took into account the written views of parents.

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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