

Childminder report

Inspection date: 20 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy at this welcoming and friendly setting. They confidently play and engage with each other and with the childminder and her two assistants.

Children enjoy sharing books with the adults. They listen attentively and smile as adults enthusiastically read to them. Children keenly ask questions about the stories and the characters, and they confidently use language from the books to talk about their ideas and predict what might happen next. When the story ends, children ask for it to be read again.

The childminder and her assistants are nurturing and affectionate. Children respond well to this. They go to adults for hugs and ask them for support when they need it. For example, they ask, 'Can you help me with this? It's very, very tricky.' This supports children to feel emotionally safe and secure.

Children laugh, smile and eagerly join in with well-known songs and rhymes. Older children take delight in singing number rhymes. They show their understanding of counting by using their fingers to add and subtract. Younger children giggle as they move rhythmically to the songs and attempt to copy some of the words, sounds and actions. This builds on children's vocabulary and provides opportunities for them to express themselves creatively.

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

- The childminder is ambitious for all children. She focuses her curriculum on language and communication and promoting children's emotional and social development. For example, adults thoughtfully interact with children during their play and skilfully introduce and embed new vocabulary. They sensitively assist children with sharing and taking turns, and they remind children of the phrase 'sharing is caring' to help them solve minor disputes.
- The childminder and her assistants know the children exceptionally well. They use this knowledge and their regular assessment of children to provide resources and activities that follow children's interests. As a result, children are keen to involve themselves in a range of motivating and meaningful experiences, and they make timely progress in their learning.
- Children are given many opportunities to express themselves and make decisions and choices. For example, they choose the songs they want to sing from a song board, select their own play and add different resources to extend their natural curiosity. The childminder celebrates each child's uniqueness, culture and background. This gives children a positive sense of themselves and a belief in their abilities.

- The childminder and her assistants successfully promote children's understanding of mathematical concepts. They skilfully weave number, shape, colour and size into all aspects of children's play. For example, they encourage children to use their thinking skills and number knowledge to calculate how many plates and knives they need for snack time.
- The childminder and her assistants work well together as a team and act as good role models for children. They create a positive learning environment. The childminder supports her assistants to deliver high-quality teaching and learning opportunities. However, she does not make the most of opportunities for herself and her assistants to engage in training to keep their knowledge and skills up to date, to further enhance the quality of the teaching and learning opportunities they provide.
- Developing children's independence is a priority for the childminder. For example, she encourages children to pour their own drinks and teaches them to use knives safely to spread cheese on their crackers at snack time. Adults support younger children to use a step to reach the tap to wash their hands ready for lunch.
- The childminder closely monitors children's progress. She has effective systems for identifying any gaps in children's learning and has a good understanding of the professionals she may need to contact if children require additional support. However, the childminder has not fully developed relationships with other providers to share knowledge of the children and to support their transitions and ensure continuity of their learning, for example when they move to school or attend a pre-school or nursery.
- Parents speak highly of the childminder and her assistants. They comment on how children enjoy their time at the setting and the 'care and love' the adults provide. Parents appreciate the regular information they receive about children's progress and achievements. They describe the setting as 'a loving community' and comment on how lucky children are to be part of it.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a good understanding of the signs of abuse and neglect. They know the policies and procedures to follow if they have any concerns regarding children's safety and welfare. The childminder promotes children's understanding of taking risks and keeping themselves safe. For example, she teaches them how to hold and use a knife safely and talks to them about why they should walk rather than run in the house. The childminder assesses potential risks and hazards around her home, including checking the garden and the outside equipment daily. She has effective systems in place for helping to keep children safe while on outings and walks.

What does the setting need to do to improve?

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

- strengthen partnerships with other providers so that information about children's development is shared to support their transitions and the continuity of their learning
- make the most of opportunities for all adults to engage in regular training to keep their knowledge and skills up to date, to maintain and further enhance the quality of the teaching and learning opportunities.

Setting details

Unique reference number	106433
Local authority	Bristol City of
Inspection number	10276537
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 7
Total number of places	12
Number of children on roll	17
Date of previous inspection	20 July 2017

Information about this early years setting

The childminder registered in 2000 and has been operating since 1991. She lives in St George, Bristol. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She regularly works with two assistants. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Jauncey

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 viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector spoke to children and the childminder's assistants.
- The inspector held discussions with the childminder throughout the inspection and discussed how the curriculum is planned and implemented and how children's progress is monitored.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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