

Childminder report

Inspection date: 6 July 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely settled and secure in the homely environment that the childminder and his co-minder provide. Children are very chatty and motivated in choosing what they would like to do next. For example, they excitedly ask the childminder to help them choose which tomatoes are 'ripe' from their home-grown vegetable patch. The childminder and his co-minder have embedded an ambitious curriculum that identifies and supports children's individual interests. As a result, all children progress consistently at a high level. Children are fascinated and focused when actively seeking out bugs in the garden, and use vocabulary such as 'blue bottled beetle'. The knowledgeable childminder discusses with children what these insects are, skilfully introducing new vocabulary such as 'microscope'. This enhances children's curiosity about their natural world superbly.

Children focus well and are highly engaged for long periods of time when taking part in yoga. They are eager to show the poses they have learnt. Children recall the names of these poses, such as 'thread in the needle', and remember how to articulate these. As a result, children develop their balance and coordination excellently, supporting their physical development very effectively. The childminder skilfully extends children's learning and awareness of their body when discussing how yoga is good for our 'spines'. He asks children where their spines are and children reply knowledgeably, 'in our back'. The childminder is a positive role model who provides children with timely encouragement and meaningful praise, expertly supporting children's confidence and willingness to have a go.

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

- The childminder uses an extremely well-sequenced curriculum that considers children's individual needs and interests. He uses his own passion and love for the natural world to plan exciting and enriching experiences linked to their learning. For example, he takes the children on visits to the local zoo, where they learn and develop their focus on patterns when observing various animals. As a result, children are extremely curious and inquisitive learners.
- The childminder assesses children's learning consistently and ensures that procedures are put into place when children need extra support with their learning. For example, the childminder uses more one-to-one time to focus on children's area of need more precisely. Older children enjoy the challenge as they problem-solve together when building a car wash made from toy bricks. Children continually achieve in their development.
- The childminder places a strong focus on children's social and emotional development by providing children with plentiful opportunities to support others, creating kind and caring relationships with their peers. Children help each other to tidy and discuss between themselves who is going to take the bike to the

shed. They show great care and concern when others are upset, and immediately approach them to check if they are okay. The childminder asks if older children they can support the younger children onto the bikes, and they swiftly help.

- The childminder and his co-childminder provide ample opportunities to explore their local community. Children enjoy trips out to the library and to local farms, where they observe many new concepts, such as sheering sheep, collecting eggs and watching lambs being born. This provides all children with wonderful, meaningful learning experiences that enhance and extend their development.
- Parents are exceptionally positive about the care their children receive with the childminder. They comment on the effective sharing of information, including daily diaries that provide a detailed insight into their child's day. The childminder uses effective communication to keep parents informed by using group messaging. Through this, parents have formed friendships between themselves. Excellent partnerships enable the childminder to expertly support children's well-being.
- The childminder is highly reflective of his own practice and has ambitious expectations for the provision he provides. The childminder and his co-childminder evaluate daily through discussions and set targets as to what they want to achieve. For example, during the COVID-19 pandemic, the childminder built a sheltered area outside so children could access the outdoors in all weathers.
- The childminder and his co-childminder have positive links with the local school to support children's transitions effectively. Where children attend dual placements, they ensure that information sharing is consistent in order to fully support the children's learning, development and next steps for progression.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his co-childminder demonstrate a strong understanding of their duty to protect children and report any concerns they may have about a child's well-being. The childminder has up-to-date knowledge of current safeguarding issues, including exposure to extremist views and behaviours. The childminder and co-minder routinely risk assess their home as well as their garden. This ensures the environment is safe and secure for all children. The childminder and his co-childminder ensure that children are aware of their own safety. For example, they teach children about road safety when on outings. They also teach children to manage age-appropriate risks. For example, when making fruit kebabs, children are aware the sticks are 'spikey'.

Setting details

Unique reference number	405515
Local authority	Bristol City of
Inspection number	10276589
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	2 to 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 July 2017

Information about this early years setting

The childminder registered in 2001 and lives in the St George area of Bristol. He operates from 8am to 6pm Tuesday to Friday, all year round. The childminder has a relevant qualification at level 3. He is in receipt of government funding to provide early education for two-, three- and four-year-olds. The childminder works with a co-childminder.

Information about this inspection

Inspector

Chelsea Woollard

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.
- Children spoke to the inspector about what they enjoy doing.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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