

<b>Inspection date</b>	3 March 2015
Previous inspection date	20 November 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant work well together to enhance children's experiences through effective teaching. Good use is made of questioning, demonstrating and explaining, to promote children's learning. In particular, there is a strong focus on supporting children's communication and language skills.
- Children feel emotionally secure. They form close attachments with the childminder and her assistant, who reassure the children and celebrate their achievements.
- Children develop strong friendships with their peers. They are aware of others' feelings and show concern when their friends are upset, helping to soothe them and finding their special toys to comfort them.
- The childminder has a positive attitude to her professional development, attending relevant training to improve her knowledge of the Early Years Foundation Stage. She provides effective coaching to her assistant that includes: supporting child-initiated play, problem solving and their independence.

### It is not yet outstanding because:

- The childminder does not always provide age-appropriate resources for children to use in their creative activities.
- The childminder does not make good use of word, picture and number labelling in the environment to progress children's early reading and mathematical skills.
- The childminder does not consistently encourage all parents to provide information about their children's learning at home to enhance future planning of activities.

## What the setting needs to do to improve further

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

- provide more age-appropriate resources for children to use independently in their creative play
- improve word, picture and number labelling in the environment to support children's early reading and mathematical skills
- strengthen partnerships with parents by encouraging all parents to share what children learn at home to enhance future planning.

## Inspection activities

- The inspector observed children playing inside.
- The inspector observed the childminder and her assistant's interactions with children in their play and care practices.
- The inspector spoke with the childminder and assistant about children's learning, and welfare and safeguarding practices.
- The inspector sampled a range of documentation including children's learning diaries, written feedback from parents and policies and procedures.

## Inspector

Rachael Williams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has made good progress since her last inspection. Recent training has resulted in effective use of observation and assessment. The childminder provides rich and varied experiences across the educational programme that support children's interests and identify next steps in learning. Children are confident and independent learners. For example, whilst using chopsticks to explore paint, children extended their ideas by folding the paper to make their own chopsticks. Children thoroughly enjoy reading favourite books. They used mathematical language well to compare the sizes of the animals. Children were actively involved, making the sounds of the wind and the owl. They pointed to hidden animals, noticing the antlers and exclaiming 'Santa's coming', making connections between experiences well. The childminder does not always provide suitable and age-appropriate resources for children to use in their creative play. For example, she provided felt for children to decorate pre-cut blueberries, which children were unable to manipulate, to cut or shape it, meaning the adult did it for them. The childminder and assistant provide good commentary, especially to support younger children, to make links between words and their actions as they play with pop-up toys and jigsaws.

### **The contribution of the early years provision to the well-being of children is good**

The childminder provides a broad range of toys and resources for children to choose independently. However, there is limited labelling in the environment to promote children's early reading and mathematical skills. The childminder and her assistant promote effective care practices to maintain children's well-being. Children learn how to keep themselves safe. For example, the assistant provides clear explanations on how to use scissors safely. Adults encourage children's independent skills in readiness for their future learning, such as encouraging them to wash and prepare the fruit for their snack. Adults use consistent strategies to support children's understanding of expectations, such as using a sand timer to encourage turn taking.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder and her assistant have a good understanding of their responsibilities to safeguard children. The childminder uses self-evaluation well to reflect on practice and identify priorities for development. For example, she has recently implemented a tracking document to monitor children's progress, which has helped to develop a consistent approach to address gaps in children's speech and language development. The childminder uses a prospectus to provide parents with key information. She shares children's learning diaries regularly. However, she does not encourage all parents to share children's achievements from home to influence her future planning.

## Setting details

<b>Unique reference number</b>	106433
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	813288
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	20
<b>Name of provider</b>	
<b>Date of previous inspection</b>	20 November 2009
<b>Telephone number</b>	

The childminder registered in 1991. She lives in the St. George area of Bristol. The childminder works with an assistant. The childminder is currently working towards an early years qualification at level 3.

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