

Childminder Report

Inspection date

28 April 2015

Previous inspection date

1 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder and assistant know the children well. They have established strong relationships with them that promote children's self-confidence, self-esteem and emotional well-being.
- The childminder establishes strong links between children's learning in the setting and at home.
- The childminder uses her knowledge of how children learn effectively to create an interesting and stimulating environment that encourages children's curiosity and imaginations as they learn through play.
- The childminder's teaching of mathematics is particularly strong because children experience numbers all around them and it is an integral part of their play.

It is not yet outstanding because:

- The childminder does not use the views of her assistant, parents and children as well as possible in her self-evaluation process to fully evaluate the impact of training and her developments in practice on children.

What the setting needs to do to improve further

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

- use the views of any assistants, parents and children and supervision opportunities to further develop evaluation so that it is sharply focused on the impact of practice.

Inspection activities

- The inspector observed the children at play indoors and outdoors, and viewed the toys, resources and equipment available.
- The inspector held professional discussions with the childminder and the assistant at convenient times during the day, and observed their interactions with the children.
- The inspector spoke to parents and took their views into account.
- The inspector sampled documentation including children's learning journeys, policies and procedures, and regulatory documentation.

Inspector

Kim Spiller

Inspection findings

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

The childminder uses her good understanding of how children learn to provide children with interesting activities and opportunities for learning, both indoors and outdoors. These experiences link with children's interests, plans for progress and cover all seven areas of learning in depth. This means children are making good progress in relation to their starting points on entry. Children benefit from responsive adults who skilfully add extra resources into play to extend children's learning. The adults ask questions that encourage children's thinking skills and promote children's confidence and self-esteem. Children's attempts at early drawing and writing are valued by adults who give children opportunities to practise and develop their skills, both inside and outside, using a variety of different implements. There is a good balance between the activities initiated by adults and those started by the children themselves. Children gain the skills needed for school.

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

The childminder promotes children's independence well. For example, she encourages them to put on their own coats and boots before going out into the garden. This supports their confidence and self-esteem, ready for the next stage in learning. The strong relationships that the childminder builds with parents support children's emotional well-being by providing continuity in their care and learning experiences. The childminder promotes children's good health well and meets their physical needs to a good standard. Children enjoy healthy snacks, home-cooked meals and regular exercise. The childminder and assistant are both fully aware of their role and responsibilities in relation to child protection and the actions they must take if they have a concern about a child. Children are safeguarded well through effective implementation of the childminder's policies and procedures, by both adults, including her risk assessment processes.

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

The childminder manages her provision well. The childminder has ensured that her assistant was properly inducted into her role. She has already implemented plans to ensure that the assistant is trained effectively. The childminder actively maintains her personal professional development by attending regular training. Monitoring and assessment of children's progress is consistent and effective in maintaining good standards of provision. However, it does not identify the impact of training on children's progress. Nevertheless, where a child is at risk of falling behind expected levels of learning and development, the childminder identifies this quickly and puts suitable plans in place. The childminder has established good links with other early years providers.

Setting details

Unique reference number	106633
Local authority	Bristol City
Inspection number	839438
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	1 May 2009
Telephone number	

The childminder started minding in 1997 and registered with Ofsted in 2001. She lives in St George, Bristol. The childminder works with an assistant and has a relevant qualification at Level 3. The setting is open Monday to Friday, all year round. The childminder is part of the Local Authority Enhanced Provision scheme.

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