

Childminder Report

Inspection date

22 June 2015

Previous inspection date

7 September 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The childminder provides a highly stimulating and welcoming environment. Children enthusiastically explore and make decisions about their play from an exceptional range of toys and resources.
- Children thrive in the warm and trusting relationships they form with the dedicated and caring childminder, who offers praise and reassurance consistently. This securely promotes children's emotional well-being, meaning that children show a very strong sense of belonging.
- Through her positive interactions with children, thorough assessment arrangements and exceptional partnership working with parents, professionals and other early years settings, the childminder has excellent knowledge of the children and meets their individual needs and style of learning exceedingly well.
- The quality of teaching is exceptional. The childminder uses her excellent knowledge of the educational programme to plan an exciting range of experiences that significantly motivate and challenge children's learning. In particular, there is a sharp focus on enhancing children's communication and language skills following her attendance at training.
- There are highly effective systems to evaluate and monitor the provision to drive improvement. The childminder has an extremely positive attitude to professional development to enhance her exemplary understanding of the requirements and excellent practice.

What the setting needs to do to improve further

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

- increase opportunities for children to learn about how plants grow and how to care for living things.

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector spoke with children and the childminder at convenient times during the inspection.
- The inspector considered the written views of parents.
- The inspector sampled documentation including planning, learning diaries, self-evaluation, 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 outstanding

Children make exceptional progress with the childminder because she makes the most of all learning opportunities. For example, children relished the opportunity to help in sweeping up the rice from the floor, listening carefully to instruction. The childminder provides a rich and varied range of high-quality experiences. Children thoroughly enjoyed manipulating 'gloop', copying the childminder's actions as they developed early writing skills. The childminder provided excellent commentary as children made their marks, encouraging their communication and language skills highly effectively. She sensitively corrected children when they mispronounced words. Reluctant children are consistently reassured and encouraged. The childminder provided individual support, adding different resources, such as diggers, until children giggled happily and were confident to explore independently. There has been great improvement since the last inspection in using the garden and the local and wider area. This has successfully increased children's awareness of their community, to be physically active and to explore nature. Although, there are fewer opportunities for children to grow their own fruits and vegetables.

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

Children thrive because of the nurturing relationships they have with the childminder. Parents comment that the childminder is 'conscientious, loving and understanding' and 'attentive to children's needs'. The childminder methodically promotes exceptional care practices and helps children's understanding of how to keep themselves healthy and safe. For example, children understand the importance of wearing sun hats when they play outside. Children's behaviour is exemplary. This is because the childminder actively involves them in making decisions, such as where to sit for story time, so that they understand expectations and are fully involved in their learning. This successfully supports children's confidence and independence in readiness for their next steps and eventual move to school.

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

The childminder has a comprehensive knowledge of the safeguarding and welfare requirements. This includes an excellent knowledge of her responsibility to report any safeguarding concerns she has about a child. The childminder keeps parents exceptionally well informed of their children's progress. Parents are proactive in sharing information on their children's learning at home, which the childminder embraces and uses successfully in planning experiences and providing ideas for further learning at home. The childminder monitors children's progress exceptionally well so that there are the highest levels of achievement.

Setting details

Unique reference number	106499
Local authority	Bristol City
Inspection number	1011625
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	7 September 2009
Telephone number	

The childminder registered in 1990. She lives in Southmead, Bristol. The childminding service operates daily throughout the year. The childminder has an early years qualification at level 3. She is in receipt of funding for the provision of early education for children aged two, three and four years.

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