

# Childminder Report

## Inspection date

22 April 2015

Previous inspection date

8 September 2010

| The quality and standards of the early years provision                                 | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Satisfactory         | 3 |
| How well the early years provision meets the needs of the range of children who attend |                      | Requires improvement | 3 |
| The contribution of the early years provision to the well-being of children            |                      | Requires improvement | 3 |
| The effectiveness of the leadership and management of the early years provision        |                      | Requires improvement | 3 |
| The setting <b>does not meet legal requirements for early years settings</b>           |                      |                      |   |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The childminder does not effectively ensure that all aspects of her practice conform to regulatory requirements. She does not maintain an accurate record of children's hours of attendance.
- The childminder does not seek the views of either children or parents to help in her evaluation of the provision in order to improve the provision for children.
- The childminder does not make the most of the outdoor area by using a wide range of resources there.

### It has the following strengths

- The childminder establishes strong partnerships with parents through good communication. This supports children's emotional well-being and involves parents well in their children's learning and development.
- The childminder establishes caring relationships with the children. Children develop confidence because they are listened to and valued as individuals. The childminder meets children's physical needs well.
- The childminder provides a welcoming environment for children in a designated playroom.
- The childminder monitors children's progress. This ensures that children who may be at risk of falling below expected levels of development are identified and appropriate measures introduced to support them.

## **What the setting needs to do to improve further**

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- ensure that accurate records of children's arrival and departure are kept at all times to maintain a record of hours of attendance

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

- develop evaluation methods by seeking the children's and parents' views to help drive improved provision for children
- extend children's outdoor experiences by providing more toys, resources and equipment.

### **To meet the requirements of the Childcare Register the provider must:**

- keep a daily record of the names of the children looked after on the premises and their hours of attendance and retain the record for a period of two years (compulsory part of the childcare register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance and retain the record for a period of two years (voluntary part of the childcare register).

## **Inspection activities**

- The inspector observed children playing inside and outside and looked at the spaces, toys, resources and equipment available for the children's use.
- The inspector observed the interactions between the childminder and children during play, both indoors and outdoors.
- The inspector had professional discussions with the childminder at convenient times throughout the inspection.
- The inspector sampled a range of regulatory documentation, including children's assessment records.

### **Inspector**

Kim Spiller

## Inspection findings

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

The childminder offers children a wide range of activities that covers all seven areas of learning well. The playroom is a bright and welcoming space where children can independently choose from the resources on offer. However, for those children who learn best outdoors, there are fewer experiences for them to help them make good progress in all areas. Children feel valued as they see themselves and their cultures represented within the posters displayed on the wall. As she plays with the children, the childminder encourages their imaginative skills and extends their language by providing a useful running commentary on what they are doing. For example, she talks about the trees in the sandpit looking like a jungle and the dinosaurs making footprints. This teaching allows children learning English as an additional language to hear new words. The childminder keeps parents updated on their children's progress by telling them about their children's next steps in learning and providing them with a short written summary of progress when the children are aged between two and three years. This involves parents in their children's learning and contributes towards children's good progress.

### **The contribution of the early years provision to the well-being of children requires improvement**

The childminder is attentive to children's care needs, such as taking children to the toilet when they indicate they need to go. The childminder works closely with parents to help children's development. For example, she provides advice on the use of dummies, which contributes to children's speech development. The childminder promotes the good health of children as she teaches them good self-care skills, such as washing hands before meals. She helps children understand healthy eating by offering healthy snacks. She provides daily physical exercise outdoors, although the space is less well equipped than indoors to provide interesting experiences. This means not all children are helped to make good progress, particularly those who prefer to learn outdoors. The childminder has a sound understanding of the child protection procedures and knows what to do if she has a concern.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The childminder has recently started to attend a range of training to improve her knowledge of her role and responsibilities following a break from minding. The attendance record has gaps. However, this weakness has not had a significant impact on children. The childminder identifies possible hazards to children's safety and supervises children closely to keep them safe. She has undertaken a number of courses to improve her teaching. She plans to gain a qualification, so shows determination to improve. The childminder reflects on her practice and recognises strengths in her provision but misses some weaknesses.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY288266         |
| <b>Local authority</b>             | Bristol City     |
| <b>Inspection number</b>           | 1002908          |
| <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>      | 5                |
| <b>Number of children on roll</b>  | 1                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 8 September 2010 |
| <b>Telephone number</b>            |                  |

The childminder registered in 2004. She lives in Horfield, Bristol. The setting opens weekdays, all year round.

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Piccadilly Gate  
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