

Childminder Report

Inspection date

2 September 2015

Previous inspection date

7 February 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder builds strong nurturing relationships with the children in her care. This supports children's emotional well-being and builds a secure basis from which children are ready and able to learn.
- The childminder's qualification, training and good knowledge of child development help her to plan interesting activities and opportunities, based on children's interests, to promote their learning and development.
- Children are learning to be kind and caring towards each other from an early age, and their behaviour in the setting is good.
- The childminder monitors children's progress well. She identifies areas where a child may be at risk of falling behind and takes action, such as involving other professionals, to narrow the gaps. As a result, all children make good progress from their starting points.
- The childminder provides a wide range of interesting resources that cover the different areas of learning. Children choose resources they want to play with and are motivated to learn.

It is not yet outstanding because:

- The childminder does not consistently use the correct words to help children learn about the natural world.

What the setting needs to do to improve further

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

- strengthen children's understanding of the natural world to help them to correctly name what they see and show an interest in.

Inspection activities

- The inspector carried out professional discussions with the childminder at convenient times during the inspection.
- The inspector took account of the views of parents and children.
- The inspector spoke to a visitor from the local authority.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector observed the teaching and the impact this had on children's learning indoors and outdoors, and viewed the resources available for the children's use.

Inspector

Kim Spiller

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed to enhancing the quality of her setting and ongoing professional development. Since her last inspection, she has gained a relevant qualification at level 3. She attends regular training and liaises with other professionals to extend her knowledge further. The childminder works closely with parents from the beginning to identify children's knowledge and skills on entry. The childminder has a good understanding of her role and responsibilities. Safeguarding is effective. She has a good knowledge of child protection procedures and knows how to keep children safe and promote their well-being within the community. The childminder evaluates her practice to identify areas for improvement that will benefit children and their families.

Quality of teaching, learning and assessment is good

Children explore resources and the environment independently and with the childminder's attentive support. She uses information from parents together with her observations and assessments to identify and plan for each child's next steps in learning. Overall, the childminder promotes children's communication skills well. For example, she responds to babies' babble and vocalisations, and she repeats and extends words into full sentences to extend young children's language skills. The childminder introduced mathematical concepts and language, such as 'big', 'bigger', 'small' and 'lots of', as children played with bubbles in the garden. The childminder promotes children's physical skills well. For example, she helps babies to fit shapes into a shape sorter and encourages young children to push buttons on electronic toys to explore cause and effect. Children develop an understanding of the local community, for example, as they visit local parks with the childminder.

Personal development, behaviour and welfare are good

The childminder quickly gets to know children well. She builds good relationships and works closely with parents and other professionals from the start to make sure that she meets children's needs. She shares information about children's learning with other professionals when children move on from the setting, which promotes continuity for children. Children are beginning to learn how to use their imagination, for example, as they offer and share imaginary drinks during role play. The childminder is a good role model. She teaches children how to share toys, respect each other and build friendships. She teaches children how to keep themselves safe and healthy. For example, she provides healthy snacks and talks to children about risk.

Outcomes for children are good

All children are making good progress in their learning. Children develop essential skills that will benefit them as they move on to other early years settings and school. Children gain confidence in their social skills. They develop independence in their self-help skills and are actively engaged in their learning.

Setting details

Unique reference number	EY434868
Local authority	Bristol City
Inspection number	824025
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
Name of provider	
Date of previous inspection	7 February 2012
Telephone number	

The childminder registered in 2011. She lives in Ashton Vale, Bristol. The setting is open Monday to Thursday all year round. The childminder holds a relevant early years qualification at level 3. She is accredited to receive funding for the provision of free early education for children aged two, three and four years.

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