

Childminder Report

Inspection date	13 October 2015
Previous inspection date	11 January 2011

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 makes accurate assessments of children's development. She shares her assessments with parents and works with them to promote children's further learning. All children, including those who are learning English as an additional language, are making good progress in relation to their starting points.
- The childminder and her assistant provide consistently good levels of teaching within a safe, welcoming and stimulating environment. They interact well with the children and successfully promote their care, learning and play.
- Children learn the importance of healthy lifestyles. For example, they follow clear hygiene practices and enjoy a good range of nutritious meals and snacks.
- The childminder and her assistant work well together to ensure children are kept safe from harm. They use well-considered routines, policies, procedures and attend training to help them to do this.
- The childminder works in partnership with parents to build children's self-esteem and confidence to support them emotionally and enable them to be ready for their next steps in learning and their eventual move to school.

It is not yet outstanding because:

- The childminder does not always actively encourage children to develop their mathematical awareness, for example, by helping them to solve problems and count.
- There are some occasions when the childminder misses opportunities to build on children's interests, particularly children who learn better outside.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their mathematical awareness
- extend learning opportunities in all areas of the setting to embrace children's interests, particularly children who learn better outdoors.

Inspection activities

- The inspector sampled the children's records and a variety of documentation, including policies and procedures.
- The inspector carried out a joint observation with the childminder.
- The inspector observed the children during their play.
- The inspector talked with the children and the childminder at appropriate times during the inspection.

Inspector

Julie Bright

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have recently completed safeguarding and paediatric first aid training to ensure they have updated knowledge. Both understand their responsibility to protect children from harm, how to act in the event of an accident and who to contact should they have a concern about a child's well-being. The childminder achieves continuous improvement using effective evaluation. She supervises the work of her assistant well and together they monitor the effectiveness of the provision. They assess their teaching skills and adapt their teaching and the environment to meet individual children's and families' changing needs. The childminder values the views of parents and children which she obtains through verbal and electronic feedback.

Quality of teaching, learning and assessment is good

Parents are valued as active participants in their children's learning and development. The childminder works with them to form an initial assessment of children's development. She builds on children's starting points and monitors their ongoing progress. She plans activities she knows the children enjoy and makes sure children steadily improve their skills. Teaching is of a consistently good quality and provides a generally good balance between activities led by adults and those the children choose. Children can help themselves to a wide choice of high-quality resources. All children benefit from varied activities, including imaginative and creative play. Playing with dough is a favourite activity. They learn to use tools with control and mould the dough into different shapes. The adults interact with the children well during their play, helping them to gain confidence in communicating their needs and ideas.

Personal development, behaviour and welfare are good

Children's emotional welfare is at the heart of the childminder's practice ensuring that children are emotionally happy, as a springboard for their further learning. Children have good relationships with the childminder and her assistant. Children are clearly happy and enjoy dancing, singing and playing with a variety of musical instruments. Children are given daily opportunities to develop their physical skills, for example, propelling wheeled sit and ride vehicles, negotiating the outdoor play space with control. Children gain good independence skills, such as wiping their hands and face after meals. Good manners are role modelled in everyday practice and children's behaviour is very good.

Outcomes for children are good

All children make good progress in their all-round learning from their starting points. They gain the key skills they need for their next stages in their learning and school. Children make particularly good progress in their communication and language development.

Setting details

Unique reference number	EY251404
Local authority	Bristol City
Inspection number	847062
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	11 January 2011
Telephone number	

The childminder registered in 2003. She has close links with the local primary school. She lives in the Ashley Down area of Bristol and operates all year round. The childminder and her assistant have relevant qualifications at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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