

Childminder Report

Inspection date

2 November 2015

Previous inspection date

26 March 2010

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

- Children interact well with the childminder and one another. The childminder builds positive relationships with them, taking time to listen, and encouraging them to share with each other.
- The childminder provides a resourceful learning environment, which has a good range of high-quality toys. This helps her to meet children's individual needs and assist them to meet their next steps in learning.
- Children make good progress in all areas of their learning. The childminder provides challenging experiences and effectively identifies their next developmental steps.
- The childminder supports children's communication skills well and extends their vocabulary.
- The childminder makes good use of training to improve her teaching skills, for example, to read books using an engaging voice and resources to bring the story alive.

It is not yet outstanding because:

- The childminder does not always ensure that the learning environment provides children with more space and fewer distractions to safely explore and concentrate in their play.
- Although the childminder make changes to her practice, such as improving children's safety when outdoors, she does not make best use of the evaluation process to ensure she targets areas that will have a greater impact on children's outcomes.

What the setting needs to do to improve further

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

- provide children with more space and opportunity to safely explore their environment and concentrate in their activities
- evaluate practice more effectively to focus on identifying and addressing key areas of weaknesses to target future improvements.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector carried out a joint observation with the childminder and held discussions with her throughout the inspection.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, and children's development records and planning.

Inspector

India Fear

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her responsibilities and ensures she meets all the requirements to protect and promote children's welfare. She ensures that children are safe and carries out robust risk assessments to support her. The childminder has a good knowledge of child protection issues. She knows how to protect children from the risk of harm. The childminder is proactive in establishing strong partnerships with other childminders and works collaboratively with the local authority to help improve some aspects of her practice. The childminder completes a written summary of children's development. This helps her to track children's progress and share what she knows with parents and pre-schools, so they all have a clear understanding of the children's starting points and progress to promote a constant approach to children's learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder uses all opportunities to promote children's development. She observes their play to identify their interests, which helps her to plan and provide the best support. For example, when children transported heavy objects in a basket, the childminder used the opportunity to introduce mathematical language by talking about the weight of the basket. She encouraged them to take some items out to see if it was lighter, and gave much praise when they were able to lift the heavy load. The childminder adapts her planning well to suit the children's play ideas and learning needs. For example, children create their own scarecrows, and the childminder reads a book about them with the children to increase their learning of the topic. The childminder provides children with good challenges. Older children practise their fine motor skills. They learn to use scissors to cut paper to make features for their scarecrows.

Personal development, behaviour and welfare are good

The childminder promotes children's physical and emotional needs well. She works closely with parents to understand each child's routines, family background and individual needs. This helps her to provide familiar routines that support children to settle with ease. Children are very confident and independent. The childminder provides a supportive atmosphere that encourages children to initiate their learning and make their own choices. The childminder organises outings to give children wider learning experiences.

Outcomes for children are good

Children make good progress from their starting points. Children demonstrate a keen motivation to learn. This prepares them well for school.

Setting details

Unique reference number	136449
Local authority	South Gloucestershire
Inspection number	841179
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	26 March 2010
Telephone number	

The childminder registered in 1994. She lives in Thornbury, in Bristol. The childminder provides care each weekday for 50 weeks a year, including before and after school. The childminder receives funding to provide free early education for children aged three and four years.

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