

# Childminder Report

**Inspection date**

11 November 2015

Previous inspection date

7 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Teaching is of a good standard overall and the childminder uses her experience well. She provides interesting activities that help children progress well from their initial starting points.
- The childminder provides learning opportunities that interest children and are in tune with their learning styles. Children are engaged and motivated.
- The childminder has built positive partnerships with parents and other providers. Children benefit from a consistent approach to their learning and care needs. This is particularly effective for children with additional needs.
- The childminder effectively evaluates the quality of her provision. She attends training that helps to strengthen her practice and has a positive impact on learning experiences for children. She improves her service in response to the needs of children and their families.
- Children gain skills and attitudes that help to prepare them as they move onto their next stage of learning.

### It is not yet outstanding because:

- The childminder does not offer the best possible opportunities for children to practise the skills that lead to writing during their play.
- Children are generally confident and independent. However, at times, the childminder completes simple tasks for them rather than encouraging them to learn how to manage these for themselves.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to practise their writing skills to help them make better progress in their literacy development
- make better use of opportunities to help children develop their self-help skills.

### Inspection activities

- The inspector observed the childminder and children inside and in the garden.
- The inspector conducted a joint observation with the childminder.
- The inspector took the views of parents into account.
- The inspector looked at documentation, including children's learning journals.
- The inspector held a leadership and management discussion with the childminder.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands child protection issues and safeguarding procedures. She understands her responsibilities and takes them seriously. The childminder has evaluated her setting and attended training, which has had a positive impact on learning experiences for children. For example, she has improved her understanding of the way young children learn. She has also introduced a range of interesting resources that encourage children to explore with their senses. The childminder works hard to drive improvement forward. She has built positive and effective relationships with other professionals to help children make a smooth move on to other settings and school.

### Quality of teaching, learning and assessment is good

The childminder's interactions with children are well-considered and effective. Children are engaged and excited by the activities on offer. The childminder successfully helps children to make consistently good progress. For example, children use magnifying glasses and explore the characteristics of different bugs and creatures. Children enjoy playing outside and benefit from improving their skills on a variety of apparatus. For example, they use wheeled toys and learn to control their direction and speed. The childminder uses robust and effective observations and assessments to monitor children's progress and development. She successfully identifies their next steps in learning and effectively plans for their progress.

### Personal development, behaviour and welfare are good

The childminder provides a warm and caring environment. Children feel secure, confident and at home. For example, they seek out comfort and are always greeted by the childminder with affection and reassurance. The childminder builds positive relationships with parents and effectively supports children who speak English as an additional language. The childminder tailors care and learning to ensure all children make good progress. Children develop positive attitudes towards each other and their community. For example, children treat each other kindly and with respect, and have lots of opportunities to learn about festivals from around the world. Children celebrate each other's achievements and behave well.

### Outcomes for children are good

Children have lots of opportunities to develop skills that will help them at school. For example, they use puzzles and sustain long periods of concentration. Outcomes for children are good because learning experiences keep them interested and eager to learn more.

## Setting details

<b>Unique reference number</b>	106623
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	839436
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 February 2011
<b>Telephone number</b>	

The childminder registered in 1995. She lives in Horfield, Bristol. Her service is open all year round and operates flexible working hours in accordance with the needs of her families.

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