

Childminder Report

Inspection date

3 February 2016

Previous inspection date

26 May 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 provides teaching of a consistently good standard. She has a good understanding of the way children learn and works hard to ensure they make positive steps in their development. Children make good progress in their learning.
- Children develop positive attitudes towards learning. They are confident and happy, and build lovely relationships with the childminder. This supports their emotional well-being.
- The childminder evaluates her provision effectively. She makes targeted improvements that have a positive impact on children's learning experiences. Outcomes for children are good.
- Partnerships with parents are strong and effective. The childminder shares information about children's learning successfully with parents. Children benefit from continuity in their care and education between the childminding setting and their home.

It is not yet outstanding because:

- Children have lots of physical play opportunities outside; however, they do not consistently benefit from outdoor learning experiences across all areas, particularly for those children who prefer to learn outside.
- The childminder does not actively encourage children to practise their pre-writing skills as part of their everyday play experiences. Opportunities for promoting some aspects of their literacy development are occasionally missed.

What the setting needs to do to improve further

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

- enhance learning opportunities for children who enjoy spending time outdoors
- strengthen opportunities for children to practise their pre-writing skills during their everyday play activities to help them make better progress in their literacy development.

Inspection activities

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

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 takes her responsibilities seriously and promotes children's safety and welfare. The childminder identifies training programmes that are in direct response to children's needs and interests and they have a positive impact on children's learning. For example, the childminder has developed her understanding of how to promote children's mathematical concepts and has introduced resources to improve learning outcomes for children. The childminder uses her qualifications and experience to reflect on her practice and drive improvement forward. She works well with parents and other professionals to promote continuity in children's care and learning. Children make consistently good progress from their starting points.

Quality of teaching, learning and assessment is good

Children are engaged and interested in the activities on offer. They have fun while they play and are motivated to learn. For example, children enjoy mixing cornflour with food colouring. Children find out about a variety of materials and their changing qualities. The childminder promotes children's communication and language well. For example, she asks them questions as they mix colours and children are confident to say what they think will happen. The childminder tracks children's progress and easily identifies and addresses any gaps in development. This is particularly positive for children who are not reaching typical levels of development.

Personal development, behaviour and welfare are good

Children use well-developed emotional and social skills. They build firm attachments with the childminder and this helps them feel happy and relaxed. For example, children respond well to the routine and are happy to go into their cot for a sleep. Children make lots of independent choices and decisions and this helps prepare them as they move on to school. The childminder practises hygienic routines and children learn about keeping healthy. Children benefit from lots of physical play and fresh air. For example, children improve their balance and coordination on a slide.

Outcomes for children are good

The childminder helps all children make good progress from their starting points. She considers children's move to school and helps them cope with the changes ahead. Outcomes for children are consistently good.

Setting details

Unique reference number	159253
Local authority	Bristol City
Inspection number	842010
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	26 May 2011
Telephone number	

The childminder registered in 2001. She lives in the Horfield area of Bristol. The childminder holds a level 3 childcare qualification. The childminder operates from 8am until 6pm, term time only.

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