

# Childminder Report

**Inspection date**

10 February 2016

Previous inspection date

3 December 2009

<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

- Overall, the quality of teaching is good and the childminder provides a range of interesting learning opportunities. Children make good progress from their starting points.
- Children develop a lovely relationship with the childminder and learn to share and respect each other. Children develop positive attitudes towards learning and this helps them prepare for school.
- The childminder identifies targeted areas for improvement that are in direct response to her observations of children at play. She brings about effective change to her setting and the educational experiences she provides. The childminder is dedicated to driving improvement forward.
- Partnerships with parents, other professionals and providers are positive and effective. Children benefit from a joined-up understanding of their needs. This consistent approach is particularly effective for children learning English as an additional language.

### It is not yet outstanding because:

- The childminder does not make the most of all opportunities to extend children's all-round development in the outdoor environment, to support those children who prefer to learn outdoors.
- Children do not have regular activities and experiences to explore and investigate using their senses.

## What the setting needs to do to improve further

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

- develop opportunities for children to extend their learning in the outdoor environment
- provide more activities and experiences to help children explore and experiment using their senses.

### Inspection activities

- The inspector took the written views of parents into account and spoke with children.
- The inspector held a leadership and management discussion with the childminder.
- The inspector reviewed a sample of documentation, including policies and children's learning records.
- The inspector conducted a joint observation with the childminder.
- The inspector observed the children's interactions with the childminder inside and in the garden.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to promote children's safety and welfare. She implements robust safeguarding procedures and is knowledgeable about child protection issues. The childminder identifies and attends training that helps her meet the needs of the children in her care, and improve their educational experiences. For example, recent training has improved her understanding of how best to prepare children for school.

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

Children benefit from good-quality interactions with the childminder. For example, the childminder plays 'boo' with very young children. She improves their vocabulary and they build firm emotional attachments with her. The childminder makes good observations of children at play; she evaluates these effectively and tracks children's progress to identify any gaps in their development. She uses this information to plan activities that help children make good progress. This is particularly helpful for children with additional needs. The childminder uses children's interests to help them make progress. For example, children showed an interest in animals so the childminder encouraged them to look closely at cats through the window to promote their understanding of living things. Children eagerly explored a range of homemade transparent shakers. They were thoroughly engaged, turning the pots in their hands and watching the contents trickle down, developing their understanding of cause and effect.

### Personal development, behaviour and welfare are good

Children respond positively towards each other and the childminder. For example, they sit together for a healthy snack, engage in conversation and learn to share. Children make independent decisions and choose from a very well-organised and resourced indoor learning environment. Children develop their physical skills outside; for example, they learn how to balance and kick a ball. Children develop an understanding about healthy lifestyles; for example, they benefit from regular exercise and enjoy a range of nutritious and home-cooked food.

### Outcomes for children are good

Outcomes for children are very positive. Children develop confidence and are consistently happy and well settled. They gain good communication skills. They behave well and develop good social skills. Children develop their observational skills, for example, while feeding the birds in the garden. Children are well prepared for their next stage of learning.

## Setting details

<b>Unique reference number</b>	136408
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	841176
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 December 2009
<b>Telephone number</b>	

The childminder was registered in 1991. She lives in the North Common area of Bristol. The childminder operates her service on Mondays, Tuesdays and Wednesdays from 7.30am until 6pm.

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