

Childminder Report

Inspection date

7 March 2016

Previous inspection date

7 May 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

- The childminder and her assistants provide children with a variety of interesting and well-planned play opportunities. Children make consistently good progress from their starting points because of the good quality of teaching.
- Children share well and respect each other. Children are well prepared for their next stage in education. They build positive relationships with the childminder and their friends.
- The childminder and her assistants are good at driving improvement forward. They identify and attend training programmes that bring about positive change to the setting, and that are in direct response to children's needs.
- The childminder has built a strong relationship with parents, professionals and other providers. Children benefit from a joined-up approach towards their learning and care needs.

It is not yet outstanding because:

- The childminder does not always encourage children to consistently manage small tasks for themselves to develop their self-help skills further.
- Occasionally, the childminder misses opportunities to fully promote children's early writing skills as part of their everyday play experiences.

What the setting needs to do to improve further

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

- use all opportunities to help children manage small tasks they can do for themselves to develop their self-help skills further
- fully promote children's early writing skills as part of their everyday play experiences.

Inspection activities

- The inspector spoke with children and took the written views of parents into consideration.
- The inspector looked at a sample of documentation, including children's learning journals.
- The inspector held a joint observation with the childminder.
- The inspector conducted a leadership and management discussion with the childminder.
- The inspector observed the childminder and her assistant, and their interactions with children.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands child protection issues and implements robust and effective safeguarding procedures. She effectively promotes children's safety and welfare. The childminder identifies training programmes that have a positive impact on outcomes for children. For example, in response to recent training, the childminder has introduced a range of sensory play opportunities that give children lots of opportunity to explore and experiment. The childminder uses supervision and appraisal systems well, to monitor the effectiveness of her assistants. This ensures a consistent approach to meeting children's needs, and results in them working well as a team. The childminder uses her experience well to help her reflect on her practice and drive improvement forward. For example, the childminder has improved planning to incorporate a range of exciting outdoor activities and visits to increase children's understanding of the world further.

Quality of teaching, learning and assessment is good

Children experience good-quality interactions with the childminder and her assistants that extend their understanding and promote their development. The quality of teaching is good. For example, children explore a range of sensory materials and play with ice, foam and pebbles. The assistant helps children think about how and why things happen and children are completely enthralled with their play. The childminder and her assistant make observations of children's play; they are good at evaluating, learning and tracking children's achievements to ensure that they are making good progress. The childminder plans activities that are in tune with children's interests. For example, children visit the zoo because they love penguins, and when they return they tell stories using toy animals. Children follow their own ideas and make lots of independent choices and decisions about their play and learning.

Personal development, behaviour and welfare are good

Children treat each other with kindness and consideration. The childminder and her assistant respond positively to children's emotional needs and they develop positive social skills. For example, the childminder and her assistant warm up children's hands and make sure that they are dry and comfortable, and in response children are polite and grateful. Children make decisions about the things they would like to play with and share space and resources with each other. Children benefit from a range of well-planned outdoor experiences. They develop their physical skills and get lots of fresh air and exercise.

Outcomes for children are good

Children develop positive attitudes and skills that will help them as they move on to pre-school and school. Children are happy, settled, confident and engaged in their play.

Setting details

Unique reference number	106869
Local authority	Bristol City
Inspection number	839447
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	18
Number of children on roll	12
Name of provider	
Date of previous inspection	7 May 2010
Telephone number	

The childminder registered in 1988. Her two daughters are registered to work as assistants. She lives in Headley Park, Bristol and has undertaken basic childminding training. The childminder's service operates from 8am until 6pm each weekday, except bank holidays.

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Piccadilly Gate
Store St
Manchester
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