

# Childminder Report

**Inspection date**

21 March 2016

Previous inspection date

8 April 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 works closely with parents and professionals to provide a consistent approach to the learning and welfare of children with special educational needs.
- The childminder takes time to get to know the children, so they feel safe and emotionally secure in a welcoming environment. Children form close attachments with the caring childminder and build strong friendships with other children.
- The childminder carefully considers how some of her children learn better outside. She plans a range of experiences, such as forestry skills and growing activities, to help children learn about nature and the world around them.
- The childminder evaluates her provision well and develops targeted action plans to improve outcomes for children, particularly in supporting their self-help skills in preparation for pre-school.
- The childminder identifies children's next steps effectively. She uses this information well to provide children with a stimulating range of experiences across the educational programmes. Children make good progress from their starting points.

### It is not yet outstanding because:

- The planning of some activities does not always encourage children to make choices about which materials to use in their designs.
- The childminder does not always gain enough information about children's learning when they first start at the setting, to enhance the monitoring of their progress.

## What the setting needs to do to improve further

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

- develop further opportunities for children to explore and use materials more independently in their creations
- gain more information from parents about what their children know and can do when they first start at the setting, to enhance the monitoring of children's progress.

### Inspection activities

- The inspector observed the quality of teaching as children played inside and outside.
- The inspector spoke with the childminder about her understanding of the Early Years Foundation Stage requirements.
- The inspector sampled documentation, including written views of parents, the childminder's self-evaluation and children's assessment records.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes regular risk assessments of her home and outings to protect children. She is aware of the signs that may raise concerns about a child's welfare and knows what to do if she has a child protection concern. The childminder has developed a good two-way flow of information with parents, overall. For example, she gains good information on children's care needs, to maintain consistent practice. Parents speak highly of the childminder. They particularly value the support, time and patience she gives their children. The childminder makes good use of her evaluations of the provision and her monitoring of children's progress to continue to improve children's outcomes. Since the last inspection, she has extended children's experiences and her resources to help them learn about diversity.

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

The childminder uses her interactions positively to help children learn. Children gain good communication and language skills. For example, the childminder effectively questions children as they share a story, to help them build their vocabulary. Children learn to solve problems independently. For example, as children take turns pushing each other on the ride-on toys, they discover that if they lift their feet up and use the path, they can go faster. Children thoroughly enjoy water play, during which they use a range of resources to pour and transport the water. They develop good physical skills. For example, children confidently operate the hand whisk to make more bubbles in the water.

### Personal development, behaviour and welfare are good

The childminder uses her training well to help children settle. For example, she reassures, encourages and distracts children with favourite stories to support their emotional well-being effectively. The childminder teaches children about how to keep themselves safe. For example, she provides clear explanations so that children are aware of the possible consequences of throwing sand. Children learn about healthy lifestyles. For example, they choose which fruit to eat for their snack and reach their drinks when they are thirsty, showing an understanding of their own needs. The childminder is a good role model and children learn hygienic practices, such as washing their hands before they eat.

### Outcomes for children are good

Children make good progress from their starting points. They gain essential skills required for their eventual move to school, for example to communicate their needs confidently. Children are keen to learn and show fascination in new activities and resources. They learn skills to encourage their independence and good health, such as blowing their nose and disposing of tissues. Children behave well and develop good social skills, such as taking turns.

## Setting details

<b>Unique reference number</b>	EY298883
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	827037
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	8 April 2009
<b>Telephone number</b>	

The childminder registered in 2004. She lives in Bishopsworth, Bristol. The childminding service operates from Monday to Thursday throughout the year. The childminder holds an early years qualification at level 3.

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