

Childminder Report

Inspection date

27 September 2016

Previous inspection date

19 July 2013

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 environment is organised well to support children to select the toys and resources independently.
- The childminder evaluates her setting effectively to help make improvements that benefit children and their families.
- The childminder makes good use of observation and assessment to plan activities that motivate children to be involved. Children make good progress from their starting points and develop important skills for their future learning.
- The childminder acts as a good role model for children. She develops their understanding of the importance of good personal hygiene.
- The childminder forms good partnerships with parents. She keeps them well informed about their child's progress to support continuity between the home and the setting.
- Children feel safe and secure, and have good relationships with the childminder and their peers. They learn to respect individual differences in society.

It is not yet outstanding because:

- At times, the childminder misses opportunities to model language and extend young children's vocabulary.
- The childminder does not make the most of all opportunities to develop further children's independence and self-help skills.

What the setting needs to do to improve further

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

- make full use of opportunities to introduce new words and model language effectively, to help the youngest children expand their communication and language abilities
- help children to become more independent and extend their self-help skills.

Inspection activities

- The inspector observed the interactions between the childminder and children during activities.
- The inspector sampled a range of documentation, including children's development records, policies and procedures, self-evaluation and risk assessments.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector read written testimonials and spoke to parents, and considered their views.
- The inspector discussed children's learning with the childminder.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good knowledge of child protection. Arrangements for safeguarding are effective. She regularly attends training to keep her knowledge relevant and up to date. She is aware of her duty to prevent children being drawn into situations that put them at risk of harm. She carries out risk assessments to help keep children safe. The childminder has created good links with other professionals to support children and their families, including through regular meetings and by sharing information. The childminder offers the families additional support to benefit children, such as sharing information about healthy eating and developmental milestones. The childminder strives to improve her service. For instance, she takes part in a local quality assurance scheme to evaluate and develop her provision, taking into account parents' feedback.

Quality of teaching, learning and assessment is good

The childminder uses observations and information from parents to assess children's starting points. She has a good understanding of children's needs and interests, and tracks their learning effectively. She uses the knowledge to plan activities to support their learning. For example, children were engaged for a long period as they explored a mix of sand and stones. They used spoons to scoop the mixture carefully into jugs, developing their hand-to-eye coordination and the small muscles in their hands. The childminder responds to children's different levels of development well and supports them appropriately to extend their learning. For example, as children explored interactive toys she changed the settings to meet their differing needs.

Personal development, behaviour and welfare are good

Children manage their behaviour well. For example, they took turns and shared the resources as they engaged in role play to make smoothies in the toy kitchen. The childminder teaches children to respect the learning environment, including through encouraging them to tidy up resources. Children develop a good understanding of hygiene routines. For example, they know to wash their hands after playing with sand and before they eat. The childminder praises children appropriately for their efforts to help raise their confidence and self-esteem. Children learn to socialise with other children and adults, such as through outings to groups in the local community.

Outcomes for children are good

Children make good progress from their starting points. They form good relationships and involve each other in their play. Children have good levels of concentration and show perseverance when they take part in activities that are interesting to them, such as jigsaw puzzles. Children learn to follow routines and make their own choices. For example, they confidently selected resources to support their imaginary play.

Setting details

Unique reference number	EY244554
Local authority	Bristol City
Inspection number	1061682
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	0
Name of registered person	
Date of previous inspection	19 July 2013
Telephone number	

The childminder registered in 2001. She offers her service all year round between 7.30am and 6pm, including before-school and after-school care and holiday care. The childminder holds a relevant early years qualification at level 3. The childminder receives funding for the provision of free early education for children aged two and three years.

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