

Childminder Report

Inspection date

18 October 2016

Previous inspection date

10 December 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 childminder interacts well with children and their behaviour is consistently positive. Children are happy and motivated while they play.
- The childminder has made good use of training to improve the way she identifies the next steps in children's learning. She uses assessment well to help children make progress and effectively tracks their progress to identify any gaps in their development.
- The childminder has built positive relationships with parents. This helps children experience continuity in their care and learning. The effective partnership working also has a positive impact on children's learning experiences at home.
- The childminder reflects on her provision and evaluates children's learning experiences well. She has made targeted improvements that have a positive impact on children. For example, the childminder has developed a really exciting outdoor area where children can play in all weathers.

It is not yet outstanding because:

- The childminder sometimes misses opportunities that arise to extend children's interest in conversations to support their developing communication and language skills.
- At times, the childminder completes simple tasks for children, which occasionally prevents them learning how to do things for themselves.

What the setting needs to do to improve further

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

- make the most of all opportunities to extend the development of children's communication skills as fully as possible
- allow children more opportunity to complete simple tasks for themselves so that they are able to improve their self-help skills in readiness for school.

Inspection activities

- The inspector observed interactions between children and the childminder inside and outside.
- The inspector looked at documentation including children's learning journals.
- The inspector spoke with children and took the written views of parents into consideration.
- The inspector conducted a leadership and management meeting and a joint observation with the childminder.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

The childminder supports children's safety and welfare effectively, and understands child protection issues. Safeguarding is effective. The childminder has identified and completed training programmes that have a direct and positive impact on children. For example, she has learnt how to observe children's play before deciding the best ways to support and extend their learning. The childminder has built positive links with the local school that support her to provide coordinated and consistent care and to prepare children for their move to school.

Quality of teaching, learning and assessment is good

Children investigate and explore with enthusiasm, particularly in the garden. For example, they eagerly mix foam with food colouring and improve their understanding of letter shapes and sounds as they practise writing on the fence. The childminder extends children's understanding of shape. For example, as children play with small pots, the childminder shows them how to make a pattern with circles. The childminder uses her experience well to provide children with an appealing environment. For example, children read books in a cosy corner and improve their imaginations as they play make-believe games in the house.

Personal development, behaviour and welfare are good

Children are confident and helpful as they play together. For example, they all join in to tidy away the blocks and sort colours together. Children solve problems and find solutions. For example, they persevere as they play with a favourite toy and decide which lever to pull to make an animal appear. Children concentrate well and are eager to find out more. For example, they add bicarbonate of soda to vinegar and ask lots of questions as the mixture fizzes and pops. Children have built firm emotional attachments with the childminder. They go to her for a cuddle when they are tired and relate to her with real fondness and affection. The childminder helps children stay happy and healthy. For example, they spend lots of time outside and get plenty of fresh air and physical play opportunities.

Outcomes for children are good

Children are active and involved. They are keen to join in and are frequently excited and motivated by the activities available to them. Children are respectful, kind and often help each other. For example, they support their friends to negotiate the steps to get outdoors and think about each other's feelings. Overall, children develop skills that help them as they prepare to move on to school.

Setting details

Unique reference number	EY432546
Local authority	Bristol City
Inspection number	1062513
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	10 December 2013
Telephone number	

The childminder registered in 2011. She lives in the Bedminster Down area of Bristol. The childminder offers care each weekday between 7.30am and 5.30pm.

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