

# Childminder Report

**Inspection date**

24 February 2017

Previous inspection date

3 July 2014

<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

- The childminder works closely with other professionals, such as support workers and safeguarding agencies. This helps provide a consistent approach to children's care and development, in particular to support children's emotional well-being.
- The childminder uses her comprehensive observations, planning and accurate assessments effectively to build on what children know and can do. She monitors children's progress efficiently, identifying any possible gaps in their learning. Children make good progress from their starting points.
- The childminder helps children gain good communication and language skills, including those who are learning English as an additional language. For example, she provides good commentary when young children show interest in the bubbles as they bathe their doll.
- Children are kind to each other and build strong friendships. For example, young children offer babies a pot of paint so that they have the opportunity to be creative together.

### It is not yet outstanding because:

- The childminder does not make the most of opportunities and her resources to develop children's interest and enjoyment of books further.
- The childminder does not consistently gather information from parents about their children's achievements at home, to support her planning of activities more precisely.

## What the setting needs to do to improve further

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

- support children's enjoyment in familiar stories further to develop their interest and engagement in books
- gain more information from parents about what children learn at home, to influence future planning even further.

### Inspection activities

- The inspector observed the quality of teaching and the childminder's interactions with children as they played.
- The inspector and the childminder discussed suitability arrangements for her assistant.
- The inspector discussed with the childminder her understanding of the early years foundation stage requirements.
- The inspector sampled documentation, including the 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 uses her regular training and contact with agencies to implement good safeguarding practice and procedures to protect children. The childminder has rigorous systems to ensure the suitability of her assistant. She supports her well with her professional skills, such as providing guidance on how to plan for children's next steps. The childminder uses self-evaluation well to accurately identify areas for improvement, such as developing outdoor water play. The childminder uses her network groups well, to share and seek ideas and practice with other childminders and the lead teacher. For example, she has extended the use of tools when children play with manipulative materials to extend the control, coordination and strength in their hands.

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

The childminder uses her research effectively to provide an exciting range of experiences that support children's learning styles well. She keeps parents well informed of their children's achievements. The childminder has improved children's access to writing and drawing equipment since the last inspection. For example, children are keen to paint with brushes, developing good grip and coordination as they use sweeping movements to create and mix colours. Children initiate their own play well and show interest in what they do. For example, they investigate how their actions make the toy eggs squeak.

### Personal development, behaviour and welfare are good

The childminder provides a well-organised learning environment with a good range of stimulating resources. Children keenly make choices about their play. For example, young children build strong attachments to the childminder and involve her in their role play. Children share the pretend food, ensuring all are included. The childminder works closely with parents and professionals to meet children's care needs successfully. The childminder holds babies close as they feed, and she provides encouragement to less confident eaters. Children are emotionally secure.

### Outcomes for children are good

Children successfully gain good skills for their future learning and eventual move to school. They are motivated to learn and keen to try new things. For example, babies show curiosity as they explore the movement of the cornflour gloop. Children persevere in tasks, for example, they try different actions to try to open the door of the toy house. Children improvise well. For example, when they do not like the feel of the 'magic snow', they find a lollipop stick to mix it and to continue in their exploration. Children communicate confidently, sharing their needs, thoughts and ideas.

## Setting details

<b>Unique reference number</b>	EY408548
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1071267
<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>	12
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 July 2014
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Henbury, Bristol. She works with a part-time assistant. The childminding service operates Tuesday to Friday throughout the year. The childminder holds an early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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