

Childminder Report

Inspection date

23 February 2017

Previous inspection date

1 July 2014

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 provides a welcoming and well-resourced environment, in which children are happy, well settled and eager to explore and learn.
- The childminder is warm and caring. Children form strong and secure relationships with her and develop good levels of confidence and self-esteem.
- The childminder is attentive and supports children sensitively during play to help them make progress in their learning. For example, she teaches children to recognise numbers as they pretend to make a phone call on a toy telephone.
- The childminder is sensitive to children's interests when planning activities. Children engage well and focus for long periods of time at their chosen activities. They are keen learners and progress well from their starting points.
- The childminder works closely with parents and other settings that children attend to ensure continuity of care and learning.
- The childminder is keen to improve her knowledge, practice and outcomes for children, for example, through attending regular training.

It is not yet outstanding because:

- The childminder does not make full use of ongoing assessments to help focus more sharply on what the children need to learn next, to help them to progress even more.

What the setting needs to do to improve further

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

- make better use of ongoing assessments to provide experiences that are more sharply focused on children's next steps in learning.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the day and spoke to the children.
- The inspector observed the interactions between the childminder and the children throughout the inspection.
- The inspector and the childminder observed the children and discussed their progress.
- The inspector sampled a range of documents, including policies, children's development records and evidence of the childminder's suitability to work with children.
- The inspector read written feedback from parents and took their views into account.

Inspector

Hiroka Dathan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to safeguard children from harm and is confident with procedures to follow in the event of any concerns. She ensures her practice meets current requirements, for example, by attending regular training and maintaining clear policies. The childminder reviews her practice well, taking into account the views of other professionals and parents and seeking ways to improve outcomes for children. She offers a broad range of experiences to support children's all-around development. For example, the childminder maintains a well-resourced play environment, indoors and outdoors, and attends a variety of activities in the local area. Children are enthusiastic learners and are consistently well engaged.

Quality of teaching, learning and assessment is good

The childminder supports children skilfully to further their learning during play. She asks questions to encourage further thinking and allows time for children to solve problems themselves. For example, she helps children to look for the correct jigsaw puzzle pieces on their own by talking about the picture, then encourages them to check to see if it will fit. The childminder supports children's language and literacy skills particularly well. Children focus intently as they read books together. They learn new words and their meanings, and develop knowledge about the world. The childminder offers plenty of opportunities for children to practise early writing skills. For example, they develop good pencil control from an early age and enjoy writing as part of role play and craft activities.

Personal development, behaviour and welfare are good

The childminder supports children's social and emotional development well. She sets high expectations for good behaviour and provides gentle and clear guidance. Children learn to be kind, empathise and respect one another. For example, they learn to recognise and talk about each other's feelings while sharing and taking turns. The childminder supports children's self-care skills effectively during routine activities. Children develop independence and are prepared well for the next stages in their learning. They learn about healthy lifestyles, for example, through eating healthy meals and enjoying being out of doors.

Outcomes for children are good

Children are confident communicators, continuously sharing their thoughts and ideas enthusiastically. They are keen learners. Children enjoy learning mathematical skills, such as counting, recognising colours and making comparisons. They make good progress across all areas of learning. Children learn a range of skills which help to prepare them for the next stage in their education.

Setting details

Unique reference number	EY473792
Local authority	Bristol City
Inspection number	1071764
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	1 July 2014
Telephone number	

The childminder registered in 2014. She lives in the Redland area of Bristol. The childminder works Tuesday to Friday from 8am to 6.30pm all year round, except for bank holidays and family holidays.

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