

Childminder Report

Inspection date

27 February 2017

Previous inspection date

21 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 strives for continuous improvement. For example, she attends training and works closely with the local authority advisers to raise outcomes for children.
- The childminder is highly reflective in her practice. She uses the views of the parents, alongside the knowledge that she has gained, to make changes to her environment that benefit the children. For example, the childminder is creating a natural area in her garden for the children to explore their senses.
- The childminder develops good partnerships with the children's parents. She keeps parents well informed about their children's learning. Parents are actively encouraged to add their input to their children's learning journals.
- Children make good progress from their starting points. The childminder successfully monitors their progress and plans for their individual next steps in learning.
- Children learn about the wider world. For example, they celebrate festivals and events and sample foods from other cultures.

It is not yet outstanding because:

- Overall, children enjoy the activities and focus well, but, on occasion, the childminder does not recognise when to give older children a little more encouragement to persist in tasks.
- The childminder misses opportunities to challenge children to extend their learning further in mathematics, to make the best possible progress.

What the setting needs to do to improve further

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

- extend the support for older children to develop their concentration and focus even further, to prepare them as well as possible for moving on to school
- make better use of opportunities to extend children's interest and skills in mathematics.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation.
- The inspector took into account the views of parents and carers through sampling feedback forms.
- The inspector had a discussion and evaluated children's learning and development with the childminder.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures to follow if she had concerns about a child's welfare. She understands her role well and keeps her knowledge up to date and relevant. The childminder has developed effective relationships with the parents to involve them in their child's learning. She acts on the views and opinions of the parents. For example, following a discussion with a parent, she has purchased new equipment to reflect their child's interests at home. The childminder has developed successful systems to enable her to assess and monitor children's progress. She uses the children's interests to plan activities that are exciting to encourage them to be involved.

Quality of teaching, learning and assessment is good

The childminder interacts well with the children; she actively involves herself in their play. The childminder observes how the children play and responds by offering activities which support them in the way they prefer to learn. For example, she notices that a child enjoys pushing a car under a tunnel so she finds resources which also involve this action. Children are motivated to be involved with the activities of their choice. For example, young children enjoy threading pipe cleaners through the holes of a box and involve the childminder in helping.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment. She has arranged the resources to enable children to make their own choices and decisions. The childminder supports children's emotional well-being effectively. She uses her in-depth knowledge of how to support children when they first attend the setting to help them to feel secure in her care. Children behave well and are considerate of the needs of others. The older children support the younger children with following routines, such as setting the table at snack time. Children develop good social skills, such as through meeting with other childminders and attending local groups. The childminder helps to raise children's confidence and self-esteem. For example, she praises children for their achievements and celebrates their new skills. Children demonstrate pride in their achievements, such as when they manage to use the space hopper in the garden.

Outcomes for children are good

Overall, children are prepared well for the next stage in their learning. They are happy, confident to make choices and become independent at meeting their own needs. For example, they set the table for snack and fetch their coats and shoes to go outdoors. Children develop good imaginative skills. For example, they go on the 'aeroplane' for a holiday and then take a trip on the 'boat' to the farm.

Setting details

Unique reference number	EY412883
Local authority	Bristol City
Inspection number	1071300
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 6
Total number of places	5
Number of children on roll	4
Name of registered person	
Date of previous inspection	21 July 2014
Telephone number	

The childminder was registered in 2010. She lives in Avonmouth, Bristol. The childminder works Monday to Friday, from 7.30am to 6pm, all year round.

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