

Childminder Report

Inspection date	13 June 2017
Previous inspection date	20 April 2015

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

- Children behave well, are kind and respectful. The childminder consistently praises children, helping them to understand what they have done well. She is a good role model and guides children well.
- The childminder provides parents with good ideas to support learning at home. For example, following children's interest in the alphabet, the childminder has provided a scrapbook for children to add pictures when at home and at the setting.
- The childminder uses her training, research and discussions with professionals well to support children's communication and language skills effectively. For example, the childminder provides a running commentary on children's actions, engages them in songs and listens and responds well to their developing speech.
- Children make good progress from their individual starting points.
- The childminder evaluates her provision effectively. She knows what works well and how to improve outcomes for children.

It is not yet outstanding because:

- The childminder misses some opportunities to encourage children to solve problems and explore their ideas and designs independently.
- The childminder does not track children's progress from their starting points consistently to identify any gaps in achievements to influence 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:

- extend the opportunities for children to solve problems and develop their ideas and designs independently
- track children's progress more precisely from their starting points to identify any gaps in children's achievements to influence planning more effectively.

Inspection activities

- The inspector observed the childminder's interactions with children and discussed their learning as they played inside.
- The inspector spoke with the childminder about her understanding of the early years foundation stage requirements.
- The inspector sampled documentation, including 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 completes regular fire drills with the children to support their awareness of safety. She has a good understanding of child protection issues, including possible signs and symptoms, and knows the procedures to follow should she have a concern about a child. The childminder provides parents with a wealth of information about the setting and their children's achievements. The childminder has improved daily outdoor experiences since the last inspection, for example, she attended a forestry skills course. She uses this knowledge well to help children explore their environment and learn about nature.

Quality of teaching, learning and assessment is good

The childminder uses her assessments well to identify children's next steps and plans a good range of experiences to excite children's learning. Children use mathematical language well in their play. For example, when they construct the train track, they talk about needing 'lots more' pieces to make a 'bigger' track. The childminder uses daily routines well to support these skills further, for example, asking how many blueberries the children want for their snack and encouraging them to count accurately. Children play imaginatively, for example, creating stories to support their 'train journey' and visit to the zoo. The childminder supports children to recall recent visits, helping them make connections with their own experiences. Children love sharing books and cuddle close on the settee. They share their observations about the illustrations and respond well to the childminder's questions.

Personal development, behaviour and welfare are good

The childminder works closely with parents to help children settle and meet their individual care needs. She gets to know the children well and they form close bonds. Children show that they feel safe and secure in their relationships, for example, they ask for help to remove the 'nut' from the apricot. Children are confident to explore and make choices about their learning.

Outcomes for children are good

Children develop good skills to prepare them for their next steps in learning. Children show fascination in how things work, such as the toy till, trains and caravan. They persevere with tasks, for example, exploring the plastic animals and experimenting to see which will fit inside the caravan. Children keenly identify familiar logos on role-play food as they play together, taking it in turns to be the shopkeeper. Children enjoy number rhymes, such as 'Four currant buns', and learn early calculation.

Setting details

Unique reference number	EY378368
Local authority	Bristol City
Inspection number	1093528
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	20 April 2015
Telephone number	

The childminder registered in 2008 and lives in Bishopston, Bristol. The childminding service operates Monday, Tuesday and Wednesday, during term time only.

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