

Childminder Report

Inspection date	16 June 2017
Previous inspection date	28 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

- The childminder and her assistant have developed good methods to evaluate their practice. For example, they actively seek the views of parents to support them in identifying areas to target for improvement.
- Partnerships with the parents are well established. The childminder and her assistant work closely with parents to involve them in their children's learning. For example, they share the children's next steps in learning to enable them to support learning at home. Parents are happy with the care and support that their children receive.
- The childminder and her assistant are good role models for children, who are secure, happy and settled in their care. Children behave well and learn to be sociable. The childminder regularly takes them to on enjoyable outings to have a wide range of experiences.
- The childminder provides a safe and stimulating environment for children. Older children are independent at selecting what they would like to play with. All children make good progress from their starting points.
- Daily physical play, healthy food and reminders about good hygiene help the children to learn about healthy lifestyles.

It is not yet outstanding because:

- The adults do not always consistently give the younger children the same good opportunities that older children have to explore the environment independently to extend their learning.

What the setting needs to do to improve further

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

- enhance the opportunities that the younger children have to explore and investigate in different environments.

Inspection activities

- The inspector observed the interactions between the childminder, her assistant and the children.
- The inspector sampled a range of documentation and children's records.
- The inspector read written statements from parents and took into account their views.
- The inspector had discussions with the childminder, her assistant and the children during the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

The childminder and her assistant have a good understanding of child protection issues and the procedures that they should follow if they have concerns about a child's welfare. The arrangements for safeguarding are effective. The childminder fully understands her responsibility to keep the children safe. She monitors her assistant's suitability and practice well. They regularly attend training together to keep their professional development up to date and relevant. For instance, recent training on music has helped them to reflect on how they use instruments with the children. The childminder works closely with other professionals to support the needs of the children and their families.

Quality of teaching, learning and assessment is good

Children are keen to learn and enjoy taking part in planned activities. For example, they use magnifying glasses in the garden and follow instructions to find the insects listed on a sheet of paper. The childminder understands how to extend the children's learning. She asks them questions as they consider where the insects are hiding or where they might live. The childminder and her assistant monitor the children's developmental progress well. For example, they make regular observations and assessments. The childminder works closely with parents to get a good understanding of their children's capabilities when they first attend the setting. This helps her to plan for their individual next steps in learning.

Personal development, behaviour and welfare are good

Children behave well and are kind and considerate towards each other. The older children enjoy being helpful and doing 'jobs' to help the childminder. Younger children listen well and follow instructions. For example, they sit at the table and they wash their hands before they eat. The childminder helps the children to learn about other cultures and people who are different to them. For instance, the children made drums after they had learned about a recent cultural celebration. The childminder plans activities to help the children to learn to take carefully managed risks in the natural environment. For example, they visit to woodland and take part in activities to develop their physical skills.

Outcomes for children are good

Children develop skills that will support them with their future learning. They are motivated and keen to learn. Even the youngest children gain good communication and literacy skills. For example, they listen well and stay focussed at story time. The older children gain the skills to support early reading. They are beginning to recognise some familiar letters and show interest in sounding out words. Children are well prepared for the next stage of their learning and the eventual move to school.

Setting details

Unique reference number	106633
Local authority	Bristol City
Inspection number	1088993
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	28 April 2015
Telephone number	

The childminder registered in 1997. She lives in St George, Bristol. The childminder works with an assistant and has a relevant qualification at Level 3. The setting is open from 7.30 am to 6.30pm, Tuesday to Friday, all year round.

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