

Childminder Report

Inspection date

20 July 2017

Previous inspection date

3 March 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 experienced childminder and her assistant interact really well with children during their play, to sustain children's interest and extend their learning. Children make good progress in their development.
- The childminder and her assistant know the children, their families and their specific needs very well. Children have trusting and affectionate relationships with them. They play confidently and are motivated to explore, learn and develop their skills.
- The childminder and her assistant work together successfully to build good relationships with parents and regularly exchange information with them. This supports continuity for children's care and learning.
- Children receive good support in preparation for their next stages of learning and school. The childminder and her assistant observe and assess children's development closely and identify the next steps in their learning.
- Throughout daily routines and activities, the childminder and her assistant place a strong focus on developing children's independence. For instance, even the youngest children toddle off to independently get their shoes and get ready to go outside to play.

It is not yet outstanding because:

- The childminder does not consistently make the best use of opportunities for children to develop their interest in books and stories.
- The childminder does not monitor and evaluate progress and areas to develop in her practice as closely as she could, to ensure consistently successful improvements.

What the setting needs to do to improve further

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

- review the arrangements for children to enjoy books and stories
- strengthen systems for self-evaluation, to work more effectively to consistently monitor and evaluate progress and areas to develop in the quality of teaching.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children, the childminder and her assistant at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability checks and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector and the childminder evaluated the effectiveness of an activity together.
- The inspector took account of parents' written views by reading their comments in questionnaires, messages and letters.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors children effectively to ensure they make good progress in their learning. She supervises the practice of her assistant well and supports her professional development. Safeguarding is effective. The childminder and her assistant are aware of the procedure to follow if they have concerns about a child's welfare. They supervise children well and carry out thorough risk assessments of the childminder's home and when taking children on outings. They have a good reciprocal relationship and work as an efficient team. The childminder keeps up to date with current practice through training. She has completed a level 3 qualification and has made good improvements since her last inspection to increase children's learning experiences.

Quality of teaching, learning and assessment is good

The responsive interactions of the childminder and her assistant extend children's learning effectively. For example, they give children lots of encouragement and praise for their effort and achievements. Children persevere really well to construct imaginary flowers with different shaped plastic building bricks. They are encouraged to discuss shapes and colours and to compare sizes. The childminder and her assistant use high-quality interactions to help children develop good language skills. For instance, children discuss the weather and talk about the 'dark clouds' that they see in the sky. The childminder uses explanations and probing questions to encourage children to talk further about the world around them. She talks about storms and heavy rain. Children show their knowledge and tell her that 'lightening comes with rain and thunder'.

Personal development, behaviour and welfare are good

Children respond very well to the childminder's and her assistant's welcoming, affectionate and friendly natures. Children look to them for reassurance and seek them out to share their experiences. The childminder and her assistant instinctively react to children's needs, encouraging a good level of well-being. They manage children's behaviour very effectively, using a calm, consistent approach to sensitively help children to share toys and learn to consider the needs of others. Children relish being active in the fresh air and spend considerable periods outside, developing their physical skills on the good range of equipment. The childminder's child-friendly garden has all-weather paving and grass to ensure children can readily explore outside whatever the weather.

Outcomes for children are good

Children are confident to make choices and lead their own exploration. They develop their independence very effectively and show determination and motivation to manage tasks for themselves, concentrating and persevering very well for their age. Children's language and communication skills are developing very well. For instance, younger children learn new words and gain confidence in speaking. Older children listen well and actively take turns in conversation. The youngest children really enjoy the company of other children. They learn to cooperate and take turns as they play, and develop useful social skills that will support their future learning well.

Setting details

Unique reference number	106433
Local authority	Bristol City
Inspection number	1088987
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	14
Name of registered person	
Date of previous inspection	3 March 2015
Telephone number	

The childminder registered in 2000 and has been operating since 1991. She lives in St George, Bristol. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She regularly works with an assistant. The childminder holds an appropriate qualification at level 3. She provides funded free early education for children aged three and four years.

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