

Childminder Report

Inspection date

13 September 2017

Previous inspection date

30 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder evaluates her provision well, to enable her to develop an environment which supports children's learning. For example, she has identified a need to increase opportunities for children to learn about technology and so has introduced hooks and eyes, switches, wheels and padlocks so that children can learn about cause and effect as they manipulate these items.
- The childminder supports children well to develop their communication skills. For example, she teaches babies and toddlers to sign so they are able to communicate their needs, likes and dislikes before they begin to use words.
- The childminder liaises extremely well with parents to provide very good support for children to hear and use their home languages, for instance, in songs and stories. She knows that all children begin to learn about differences in positive ways when they hear other languages used in everyday contexts.
- Children are confident and very comfortable in the childminder's care. Babies and toddlers move around independently to access toys which attract their interest. Toddlers show real care and concern for their friends. For example, they offer hugs and toys for comfort when they see that other children are upset.

It is not yet outstanding because:

- The childminder does not consistently make the most of opportunities to enable young children to make marks and experiment with their early writing skills.

What the setting needs to do to improve further

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

- improve the opportunities currently available to babies and toddlers to experiment with mark making.

Inspection activities

- The inspector observed a range of care and teaching practices.
- The inspector viewed a range of documents.
- The inspector spoke to parents and took account of parents' views.
- The inspector held a management discussion with the childminder.
- The inspector spoke with children and took account of their views.

Inspector

Patricia Pillay

Inspection findings

Effectiveness of the leadership and management is good

The childminder has effective partnerships with parents. She exchanges information daily, verbally and through diaries, and takes account of parents' views. She uses information from parents to enable her to build on children's interests from home. The childminder monitors children's development effectively. She observes children and makes accurate assessments of their progress. The childminder reviews her provision frequently to plan for further development. For example, she has identified a need to increase mathematical learning for younger children and to attend training to learn how to do this. Safeguarding is effective. The childminder knows the signs that might alert her to have concerns for a child and the actions she should take to report such concerns.

Quality of teaching, learning and assessment is good

The childminder provides a good range of resources to support many aspects of children's learning. For example, toddlers enjoy learning about quantities and textures as they collect handfuls of rice and flour. The childminder teaches new words, such as 'sieve' and 'pipette', as children use these resources in their play. The childminder supports individual children well to move forward in their learning. For instance, she observes when toddlers are beginning to follow instructions and supports them to understand and achieve by giving clear instructions such as, 'Can you put the car in the car box please?' The childminder knows that some children prefer to learn outdoors. She has attended forest school access training to learn about supporting children's learning outdoors.

Personal development, behaviour and welfare are outstanding

The childminder manages children's behaviour extremely well. She is continuously calm, caring and consistent and so children understand her expectations. She praises children frequently, which reinforces their positive behaviour. The childminder knows that children benefit from extensive opportunities for fresh air and exercise and so she has made really effective use of space in the garden to meet the needs of all children. For example, she has created a running track around the outside for big physical movements while less mobile babies can play safely on the central grassed area. The childminder takes children on frequent outings, such as to local woodlands, to enable them to explore and exercise in a range of natural environments. The childminder teaches even the youngest children to take responsibility for their environment. For example, they sing a 'cleaning-up' song together as they use small brushes to help sweep the floor.

Outcomes for children are good

Children are very comfortable and have strong bonds with the childminder. For example, they snuggle happily for singing and story times. Babies settle quickly and especially enjoy being able to come and go from activities when their interest is attracted by other toys nearby. Children are outgoing and communicate confidently with visitors. They are learning a good range of skills in readiness for their next stage of learning.

Setting details

Unique reference number	EY293549
Local authority	Bristol City
Inspection number	1110214
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 1
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	30 March 2015
Telephone number	

The childminder registered in 2004. She lives in Knowle, Bristol. The childminder works Monday to Wednesday from 8.30am to 5.30pm all year round. She holds a relevant early years qualification at level 3.

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