

Childminder Report

Inspection date	17 October 2017
Previous inspection date	2 September 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

- Children form strong bonds with the caring childminder. She is attentive to their individual needs and supports their emotional development well.
- The childminder uses observations and assessments effectively, and plans interesting activities that support children's next steps in learning.
- The childminder sets consistently high expectations for good behaviour. Children learn to resolve conflicts independently and play cooperatively with one another. They learn to be kind and helpful, and develop good social skills.
- The partnerships with parents are strong. The childminder shares useful information regularly with parents and works with them to support children's progress and well-being. She communicates well with other settings that children attend to ensure continuity of care and learning.
- The childminder provides a broad range of activities. This includes regular opportunities to go on outings, such as to woodlands, zoos and museums. Children develop a wide range of interests and learn about the world effectively.

It is not yet outstanding because:

- At times, the childminder misses opportunities to provide further challenge for children during self-chosen activities, to help them make even better progress in their all-round development.

What the setting needs to do to improve further

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

- make the most of opportunities to consistently challenge and extend children's learning, to help them make even better progress.

Inspection activities

- The inspector held discussions with the childminder and talked to children at appropriate times during the day.
- The inspector looked at evidence of the childminder's qualifications and suitability checks.
- The inspector observed the interactions between the childminder and the children throughout the inspection.
- The inspector observed an activity and evaluated its effectiveness with the childminder.
- The inspector spoke to a small number of parents and read written feedback from them.

Inspector

Hiroka Dathan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder ensures her practice meets current requirements and keeps her knowledge up to date. She is confident with the procedures to follow should she have any concerns about a child's welfare. She reviews her practice effectively, taking into account the views of parents and other professionals and finding ways to improve outcomes for children. Parents are very complimentary about the childminder and the learning and care their children receive. The childminder is proactive in extending her professional knowledge and skills to continually extend her good practice. For example, she has attended training on outdoor learning. Children have since enjoyed a wide range of exciting activities outdoors which extend their learning.

Quality of teaching, learning and assessment is good

The childminder takes account of children's individual interests when planning. For example, children enjoyed a visit to a lifeboat station to widen their knowledge of rescue operations. Children engage well and make independent choices as they play and learn. For instance, they find additional resources that they need freely, while engaged in imaginative play. The childminder helps all children, including those who speak English as an additional language, to communicate confidently. They enjoy sharing their thoughts and ideas as they play. The childminder takes time to listen, and asks questions that encourage children to think further and solve problems.

Personal development, behaviour and welfare are good

The childminder offers regular praise and encouragement for individual achievements. This helps to build on children's confidence and self-esteem. Children are happy and well settled in her care. The childminder supports children's independence well. For instance, children learn to manage hygiene routines independently. The childminder provides a wide range of resources that positively reflect diversity and uses them to actively teach children about equality. For example, she has created resources that help to spark interest and open discussions about different cultures. The childminder supports children's healthy lifestyles effectively. Children learn to make healthy choices and enjoy regular opportunities to exercise outdoors.

Outcomes for children are good

Children are enthusiastic and motivated learners. They develop good attitudes to learning that prepare them well for future learning. Children are eager to practise their mathematical skills throughout the day. For example, they count and sort as they help to prepare snacks. They develop small-muscle control effectively in preparation for early writing. For instance, they confidently cut, stick, trace and colour as they take part in seasonal artwork. All children make good progress from their starting points.

Setting details

Unique reference number	EY292195
Local authority	Bristol City
Inspection number	1085263
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 7
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	2 September 2014
Telephone number	

The childminder registered in 2004. She lives in the Bedminster area of Bristol. The childminder offers care for children from Monday to Friday, all year round. She holds a relevant qualification at level 3. The childminder is in receipt of funding for the provision of free early education for children aged three and four years.

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