

# Childminder Report

**Inspection date**

24 October 2017

Previous inspection date

15 September 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 patiently takes time to involve children in the routines of the day and extends their learning as much as possible. Children take great pride in doing things for themselves and develop a sense of responsibility. For example, they eagerly tidy away toys, conscientiously clean up after activities and carefully cut up fruit for their snack.
- The childminder observes children as they play, assessing their achievements and detecting any gaps in their development. She provides focused support to help these gaps close quickly, extend children's learning and ensure they make good progress.
- The childminder has developed extremely caring and respectful relationships with the children. They are very happy, settled and thrive in her care. She is very patient and kind, and is an exceptional role model for them. Children behave extremely well. They play cooperatively and show very thoughtful and considerate behaviour towards each other.
- Partnerships with parents and other settings that children attend are very strong. Daily chats, frequent messages and the regular sharing of children's assessments promote a highly collaborative approach to children's individual needs.

### It is not yet outstanding because:

- The childminder does not consistently plan a range of opportunities to encourage and extend children's imaginative play further.
- Although self-evaluation is effective, the childminder does not consistently monitor all aspects of her educational programmes and activities, to more effectively review their success and children's engagement.

## What the setting needs to do to improve further

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

- extend the planning for children's imaginative play
- enhance the monitoring of the educational programmes and activities more closely, to more effectively review their success and children's engagement.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and the childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability 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 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

Safeguarding is effective. The childminder's thorough risk assessments and daily checks ensure that she promotes children's safety well at all times. She has a secure knowledge of the procedures to follow in the event of any concerns about a child. She has focused closely on updating her knowledge of safeguarding children through training and has reviewed her processes, for example, to help her protect children from harm and extreme views. The childminder monitors and supports the practice of her assistant well. She links closely with other childminders to share good practice. She reflects on her provision well, taking account of parents' views and children's interests.

### Quality of teaching, learning and assessment is good

The childminder offers children time to explore new ideas and concepts. For example, children spend considerable periods investigating the wide variety of resources available on an inspiring sensory table. The childminder's enthusiastic, playful interactions and positive role modelling extend children's learning very effectively. For instance, they excitedly look for plastic bugs hidden in the multi-coloured rice, recognising and differentiating the colours to find the red caterpillar. Older children copy the marks the childminder makes in the flattened rice and begin to form letters of their names. Younger children experiment with emptying and filling containers. The childminder extends their vocabulary offering words, such as 'more' and 'lots', developing their language and helping their understanding of capacity and quantity.

### Personal development, behaviour and welfare are outstanding

The childminder places a high priority on helping children develop healthy lifestyles. She inspires children excellently during planned cooking activities. Children are very eager to make food featured in their favourite stories, such as special crumbles. The childminder regularly takes the children on outings to the woodland near her home and to outdoor learning sessions at a local centre, fostering their very strong physical development and a love of nature. In her own garden, she capitalises excellently on opportunities to extend this focus on nature, as she finds some snails, for example. She expertly understands that some children need more time to build their confidence in such situations. She very sensitively allows them to watch or explore at their own pace and flexibly revisits experiences later, staying close by to offer lots of reassurance and praise. Children smile broadly as they eventually hold the baby snail, clearly very proud of their achievement.

### Outcomes for children are good

Children develop useful social skills and enjoy the company of other children. They listen attentively and concentrate very well for their age and stage of development. They count with confidence, and learn to compare and estimate. They make marks, designs and create with materials. They begin to recognise and form letters of the alphabet. Children develop curiosity and very positive attitudes towards learning. They gain confidence in their own abilities, take on challenges and solve problems through trial and error. They acquire a very good range of skills that prepares them well for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY417982
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1071336
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 September 2014
<b>Telephone number</b>	

The childminder registered in 2010. She operates all year round, from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. She occasionally works with an assistant. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged three and four years.

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