

Childminder Report

Inspection date

22 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 are happy and well settled. They develop strong relationships with the childminder and her family.
- The childminder extends the children's learning well. For example, she observes as they play and skilfully interacts to extend their understanding. All children make good progress in their learning.
- The childminder has formed good relationships with the children's parents. She keeps parents well informed about their children's progress. For example, she sends daily updates and photographs, so parents can see what their children are learning.
- The childminder manages risks well. She teaches children about personal safety and risks in the environment. For example, she talks to children about how to manage hazards as they play, to keep themselves safe.
- Children develop a love of stories. For instance, they confidently choose their favourite books and enjoy cuddling up with the childminder, contributing to the story.

It is not yet outstanding because:

- The childminder does not consistently encourage older children to manage age-appropriate tasks for themselves, to support and encourage their independence further.
- The childminder does not gather as much information as possible from parents, to make a detailed assessment of what children can already do when they first attend the setting.

What the setting needs to do to improve further

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

- make better use of opportunities that arise, to encourage older children to be more independent at managing tasks for themselves
- develop procedures to get a more detailed starting point from parents for each child, to support planning for children's individual needs.

Inspection activities

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

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of child protection issues up to date and relevant. She has a good understanding of the local procedures that she should follow to report concerns about the welfare of a child. The childminder reflects well on her practice. For example, she researches good practice and evaluates what she provides, to support her in identifying areas for improvement. Since registering, the childminder has kept her professional development up to date through attending courses to develop her skills and knowledge to benefit children's experiences. For example, training on outdoor learning has helped the childminder to be more confident in using the garden to extend children's knowledge of the world.

Quality of teaching, learning and assessment is good

The childminder uses her observations and assessments well. She provides children with interesting activities and resources to explore. For example, the childminder has created a 'locks and catches' board to encourage the youngest children to be inquisitive and to develop motivation to explore. The older children enjoy the childminder's attention as she follows their interests during play. For example, children spend time snuggled on the sofa with the childminder, talking about the different animals as they create their own farm using stickers. The childminder is skilled at supporting the different aged children's needs, such as through offering different resources.

Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment for children in which to play and explore. Children gain a good understanding of the importance of having a healthy diet and lifestyle. For example, the childminder talks to the young children about having snacks that are good for their bodies. She promotes healthy eating well, such as through offering healthy food and acting as a good role model during snack time. The childminder provides children with opportunities to learn about their local community and the wider world. For instance, children have regular outings and experiences in the community with her. The childminder helps to raise children's confidence. For example, she praises them for trying and testing new skills, and celebrates their good behaviour.

Outcomes for children are good

Children gain the skills that support them to be successful learners. For example, they are keen to explore and take on challenges in play. Young children demonstrate good concentration as they play with their chosen activities. Older children develop their physical skills well. For instance, they show good control in their finer movements as they use tweezers to pick up and transport small objects. Children gain skills that prepare them well for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	EY492268
Local authority	Bristol City
Inspection number	1025122
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in Bristol. The childminder provides care for children from 7.30am until 5pm on Monday, Tuesday, Wednesday and Friday, all year round.

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