

Childminder Report

Inspection date

30 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

- The childminder recognises the benefits of professional development and continues to develop her skills and knowledge. For example, a course on planning has helped her to simplify her procedures to plan more effectively for children's next steps in learning.
- The childminder is friendly and welcoming. She provides a warm, homely environment for children to play and learn. Children are well settled and happy. They develop good relationships with the childminder and her family.
- The childminder successfully monitors children's progress. For example, she uses her observations to make accurate assessments of what children can do. The childminder has a good understanding of children's individual learning needs. Children make good progress from their starting points.
- The childminder helps children to manage their feelings and behaviour effectively. For example, she acts as a good role model and sets clear boundaries for children to follow. Children behave well.

It is not yet outstanding because:

- The childminder has not extended her partnerships with parents to involve them more in supporting their children's learning at home.
- Children do not have many opportunities to learn about their own cultures and the lives and beliefs of people from different backgrounds to their own.

What the setting needs to do to improve further

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

- build on the already good partnerships with parents to involve them in supporting their children's learning at home
- provide children with more opportunities to learn about their own cultures and the beliefs and cultures of people from different backgrounds to their own.

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

The childminder knows how to keep children safe. She carries out risk assessments and has good procedures to keep children safe. The childminder has a good understanding of child protection issues and the local procedures to follow to report any concerns. Safeguarding is effective. The childminder reflects on her practice well. For example, she uses the support of other local professionals and parents to help her to evaluate the service that she provides. Since registering, the childminder has developed how she uses her environment to meet children's interests. For instance, she has recently introduced a conservation area and a mud kitchen to support the children's enjoyment of outdoor play.

Quality of teaching, learning and assessment is good

The childminder is skilled at supporting children's learning. Children acquire good levels of concentration and develop their fine-motor skills well. For example, they patiently thread cereal hoops onto strands of spaghetti, focusing and solving problems when the spaghetti snaps or when the strand is very full. The childminder supports children's mathematical awareness well. For example, she encourages children to take notice of how many fish they can make using the play dough and by modelling mathematical language as children play. The childminder supports children's curiosity effectively, such as helping them to see what materials they can stick magnets to. The childminder works closely with parents to get to know the children's needs and interests. For example, parents complete a detailed form that helps her to get to know the children before they start attending her setting.

Personal development, behaviour and welfare are good

The childminder provides children with good opportunities to socialise and make relationships with other children. For instance, they attend groups and enjoy outings to the park with the childminder. The childminder helps children to learn about being healthy and making good food choices. For example, she provides a healthy snack and talks about food that is good for them. The childminder helps to raise children's confidence and self-esteem, such as through praising them for their ideas and achievements. Children respond well to praise and often clap or say 'ta da' when they are proud of what they have done.

Outcomes for children are good

Children gain the skills that prepare them well for their future learning and the eventual move on to school. They are keen and motivated to learn. Children are creative at expressing their ideas through craft activities. For example, they excitedly make 'bridges' and 'trains' with dough. Children make good progress with language and communication skills, including those children who are learning English as an additional language.

Setting details

Unique reference number	EY490553
Local authority	Bristol City
Inspection number	1017781
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015. She lives in the Hengrove area of Bristol. The childminder provides care for children from 7.30am until 7pm on Monday to Friday, all year round.

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