

# Childminder Report

**Inspection date**

21 March 2018

Previous inspection date

21 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 settle quickly and form strong bonds with the caring childminder. Children gain good levels of self-esteem. The childminder celebrates their achievements well, for example, displaying their creations and 'wow stars'.
- The childminder supports children's communication and language effectively. For example, she provides a good commentary to help young children make connections between their actions when using a pop-up animal toy.
- The childminder has made good improvements in the use of her observations to identify children's next steps accurately and to use this information to plan meaningful activities. She has also improved the opportunities for children to use numbers and counting during their play, modelling the language effectively.
- Children make good progress from their individual starting points.

### It is not yet outstanding because:

- The childminder misses some teaching opportunities to challenge children even further. For example, she does not consistently encourage children and give them time to do tasks they are capable of, such as dressing, to help them gain independence.
- The childminder does not consistently provide children with explanations to help them understand routines and begin to assess risk for themselves.
- The childminder does not gather information about children's learning at home as well as she could to influence her future planning.

## What the setting needs to do to improve further

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

- make full use of opportunities which arise to extend children's learning even further
- provide children with consistent explanations to help their understanding of routines and potential hazards to keep them safe and healthy
- gain more information from parents about their children's learning at home and use this more successfully to influence future planning.

### Inspection activities

- The inspector observed the childminder's interactions with the children and discussed children's learning as they played, indoors and outdoors.
- The inspector discussed the childminder's understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector sampled documentation, including children's assessment records and the childminder's policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements her policies and procedures effectively. For example, she has good understanding of who may collect children and how to keep children safe on outings. She keeps up to date with child protection training and has good understanding of the procedure to follow should she have a concern about a child's welfare. The childminder evaluates her provision effectively. For instance, she has identified the need to implement an effective system to monitor children's progress more successfully. The childminder gathers essential information from parents about children's developmental starting points and routines as they start at the setting, to ensure she meets their care and learning needs efficiently.

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

The childminder has used her professional conversations successfully to improve her planning, for example, to plan experiences around children's interests. Children are confident to explore and make choices about their play. For instance, children decide which ride-on toy to use. They manoeuvre it well, moving forwards and backwards to avoid collision with the snowman. They solve problems effectively, for example, when they become stuck they use trial and error to decide the best solution.

### Personal development, behaviour and welfare are good

Children enjoy the close bonds they have formed with the childminder. They seek reassurance and cuddles when they are unfamiliar with new adults. Children invite the childminder into their play confidently, for instance, to engage imaginatively in role play, making drinks and meals to share. The childminder makes good use of local visits to support children's social skills as they begin to build friendships and learn to share. The childminder is a good role model and helps children learn hygienic routines, such as washing their hands before they eat. Children are aware of their own needs and help themselves to drinks when they are thirsty, learning how to keep themselves healthy.

### Outcomes for children are good

Children gain the skills that support them well for their future learning and the eventual move on to school. Younger children show a curiosity in how things work. For example, they turn, slide and press parts of toys to make different sounds, understanding that their movements cause an effect. They concentrate and persevere to complete the task, developing good small-muscle skills. Young children follow instructions well and repeat language confidently, for instance, to name animals as they share stories.

## Setting details

<b>Unique reference number</b>	106563
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1057402
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 April 2016
<b>Telephone number</b>	

The childminder registered in 1995 and lives in Knowle, Bristol. She operates for most weeks of the year from 8am to 6pm, Tuesday to Friday.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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