

# Childminder Report

<b>Inspection date</b>	2 May 2018
Previous inspection date	21 August 2015

<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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children behave well. The childminder's prompt interaction quickly disperses any minor disagreements. She helps children to play together, learn to share toys and take turns.
- The childminder identifies children's starting points and monitors their achievements carefully. She identifies gaps in their development and plans well, overall, for the next steps in their learning. Children gain a good range of skills and make good progress.
- The childminder and her assistant know children and their families well. Children are happy and settled, and form strong attachments with them. They offer children lots of praise for their efforts, helping to build children's confidence and self-esteem.
- The childminder has good relationships with parents, establishing a joint approach to supporting children's needs. She consistently shares details of children's achievements and progress. She obtains regular information from parents about what children are learning at home and actively encourages them to contribute to her planning.
- The childminder is well organised and monitors her provision effectively. She gathers information from parents and children to help reflect on her practice. She has clear action plans to help her make positive changes to her provision.

### It is not yet outstanding because:

- Occasionally, the childminder does not build on children's interests to encourage their engagement fully and extend their learning.
- There are times when the childminder and her assistant do not consistently support children's listening and attention skills.

## What the setting needs to do to improve further

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

- focus more precisely on following children's interests to engage them fully and extend their learning
- extend the support for children's listening and attention skills.

### Inspection activities

- The inspector viewed the areas used for childminding. She talked to the childminder, the children and the childminder's assistant at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder and her assistants, policies and procedures, children's development records and planning.
- The inspector observed the children, the childminder and her assistant. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in questionnaires.
- 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 and her assistant are aware of the procedure to follow if they have concerns about a child's welfare. The childminder refreshes her understanding of child protection through training and shares this knowledge with her assistant, to support their understanding and practice. She ensures that adults within the home are suitably vetted and children are supervised well at all times. She carries out thorough risk assessments of her home and garden and when taking children on outings. The childminder supervises the practice of her assistants well and supports their professional development. She successfully develops her practice using what she learns from training, such as to involve children in her assessment processes and develop an understanding of their learning over time.

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

The childminder and her assistant act as very effective role models. For example, they get down to the children's level and explore resources alongside children, developing their confidence and inspiring their exploration. Children experiment cutting and moulding malleable dough. They try different tools, effectively developing their physical skills and coordination. The childminder adds small-world items, such as beds and chairs, and children begin to explore representations of people. They copy the childminder and her assistant as they roll balls of dough for heads or bodies. The childminder and her assistant develop children's mathematics skills well as they play. For instance, they ask probing questions to encourage children to recognise colours and shapes, and to count legs and arms on their dough people.

### Personal development, behaviour and welfare are good

Children respond very well to the childminder and her assistant's welcoming, affectionate and friendly nature. Children readily look to them for reassurance and seek them out to share their experiences. The childminder supports children's good health effectively. For instance, children learn about and try nutritious fruit at snack time. The childminder provides a range of resources and activities in her garden to encourage children to develop their physical skills. She takes them out into the community to visit local parks and further afield to places of interest, to expand their skills on a wider range of equipment. The childminder makes effective use of her home to support children's learning. She sets out her playrooms with a good range of toys and resources to stimulate and motivate children's play.

### Outcomes for children are good

Children's self-confidence is developing well. They make choices, lead their own exploration and concentrate well on things that interest them. Young children develop their coordination skills well. For example, they experiment making marks with sticks in dough. They push buttons, and pull and twist handles on parts of interactive toys to create the result they want. They develop a love of books and confidently choose their favourite stories from the good range freely available. Children are effectively acquiring the skills they will need for the next stage of their learning and their move on to school.

## Setting details

<b>Unique reference number</b>	106852
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1126522
<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 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 August 2015
<b>Telephone number</b>	

The childminder registered in 1999 and lives in Fishponds, Bristol. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She regularly works with an assistant.

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