

# Childminder report

<b>Inspection date</b>	29 August 2018
Previous inspection date	13 October 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 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

### The provision is good

- The childminder uses her training well to ensure children feel secure. Children form close bonds with the childminder and her assistant, who support their emotional well-being effectively. For example, they offer regular praise and encouragement, building children's self-esteem well.
- The childminder has a good knowledge of children's interests, care needs and next steps to help her plan stimulating experiences to support their individual needs. Children make good progress from their starting points.
- There is effective partnership working at all levels. For example, parents are actively involved in children's learning and provide essential information on children's starting points and their learning at home to help the childminder in her planning.
- The childminder uses her training well to evaluate the provision. She accurately identifies ways forward to improve outcomes for children, for instance, extending resources outside to support children's imaginative play.

### It is not yet outstanding because:

- On occasion, the childminder and assistant miss opportunities to help children learn about how to keep themselves healthy and safe.
- During group activities, the childminder and assistant do not always encourage less confident children to fully engage in activities.

## What the setting needs to do to improve further

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

- use all opportunities to help children learn about practices that keep them healthy and safe
- provide even more support to less confident children to enable them to be fully engaged in activities.

### Inspection activities

- The inspector observed the childminder's and assistant's interactions with children as they played outside.
- The inspector held discussions with the childminder about her understanding of the early years foundation stage requirements.
- The inspector completed a joint observation with the childminder and discussed how she supports her assistant in her professional development.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including children's assessment records, the childminder's self-evaluation, and policies and procedures.

**Inspector**  
Rachael Williams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures that she and her assistant understand their responsibilities to report any concerns about a child's welfare to appropriate agencies. The childminder ensures that her assistant is suitable for her role and provides ongoing guidance to support her to develop her skills even further. For example, they reflect daily on their practice and evaluate activities. The childminder now uses her knowledge of children's interests more effectively when planning the outdoor environment. The childminder tracks children's progress well. She identifies any gaps in children's learning effectively and develops accurate plans to help reduce these.

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

The childminder provides a broad and balanced range of experiences. Children develop good listening skills, for example, as they share books. The assistant involves children well, for instance, she asks questions and encourages most-able children to complete rhyming sentences. The childminder provides good opportunities for children to engage in imaginative play. For example, children thoroughly enjoy exploring the mud kitchen. They show good small-muscle skills as they use a range of tools to transfer the mud and water. The childminder and assistant provide good commentary to support children's mathematical understanding. For example, they help children see that they have a small saucepan with a large lid, and help them to solve the problem.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment which reflects children's interests and learning styles. Children develop close bonds with familiar adults who know them well. For example, the assistant is quick to comfort and reassure toddlers when unfamiliar adults are present. The childminder is patient. She provides encouragement and repeats instructions so that even the youngest children are involved in familiar routines, such as tidying away. Children have good opportunities to be outside and active. For example, there are regular visits to the allotment where children learn about growth and harvest their own vegetables, helping them to learn about where food comes from.

### Outcomes for children are good

Children gain the skills they require for their next steps in learning. Children confidently explore a well-organised environment. They show an interest in how things work, such as how the spinning tops move. Babies delight in pulling themselves up on a chair and sliding it around the floor as they begin to take their first steps. Children gain independence. For example, they use flannels to wash their hands and face after eating and make good attempts to put their shoes on when they decide to play outside.

## Setting details

<b>Unique reference number</b>	EY251404
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10061776
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	13 October 2015

The childminder registered in 2003 and lives in the Ashley Down area of Bristol. The childminding service operates Monday to Friday all year round. The childminder receives funding for the provision of free early education for children aged two, three and four years. The childminder works with an assistant and both hold early years qualifications at level 3.

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