

# Childminder report

<b>Inspection date</b>	24 October 2018
Previous inspection date	16 July 2014

<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 and research well to provide children with a stimulating range of experiences and an exciting learning environment. For example, children confidently explore a range of resources imaginatively and test their ideas.
- The childminder plans well and has good understanding of children's next steps in learning. Children make good progress from their individual starting points.
- The childminder and her assistant support children's communication and language development effectively. For example, they question older children well, model language and provide commentary to younger children's actions to build vocabulary and improve their levels of understanding.
- The childminder works closely with parents, other early years settings and other professionals involved with the children to maintain a consistent approach to children's care, learning and development.

### It is not yet outstanding because:

- The childminder does not always encourage children to cooperate with boundaries and routines during mealtimes so that they learn to tolerate delay and adapt their behaviour for social situations.
- On occasion, the childminder does not consistently model her good teaching skills to assistants, for example, to better engage children in stories.

## What the setting needs to do to improve further

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

- review the organisation of mealtimes to help children to cooperate with some boundaries and routines and to tolerate delay
- model good teaching more consistently to the assistants to raise the quality of teaching even further.

### Inspection activities

- The inspector observed the childminder's and her assistant's interactions with children as they played inside and outside.
- The inspector completed a joint observation with the childminder and discussed suitability arrangements and training for professional development.
- The inspector considered the written views of parents.
- The inspector spoke with the childminder about her understanding of the early years foundation stage requirements and how she evaluates her provision.
- The inspector sampled documentation, including children's assessment records, policies and procedures.

#### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder monitors children's attendance efficiently and ensures she maintains ratios at all times. She ensures her assistants are suitable for their role, and understand her policies and procedures to protect children. The childminder and her assistants complete regular training to ensure they have good knowledge of what to do if they have a concern about a child's welfare. The childminder evaluates her provision successfully. She accurately identifies how improvements have impacted on children's learning. She uses action plans well to identify what steps to take to improve outcomes for children. For example, she continually assesses the learning environment to ensure it meets children's needs and has identified further improvements for children's outdoor learning.

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

The childminder plans a good range of experiences to encourage children's active involvement in their learning. She uses her training well, particularly to support gaps between boys and girls in using their small-muscle skills. For example, children use a range of containers to fill and pour water on the ice, and tools to tap and poke the ice. The childminder questions children successfully to help them decide how to melt the ice. Older children confidently make suggestions and test their ideas, such as using water from the hose pipe. The childminder demonstrates other ways, such as rubbing, to entice less confident children to investigate.

### Personal development, behaviour and welfare are good

Children feel safe and secure. They form strong attachments with the childminder and her assistants. The childminder meets children's care needs successfully. For example, good relationships with parents ensure that information and training is regularly shared to enable accurate healthcare plans. The childminder and assistant help children gain good independence. For example, children help themselves to tissues and make good attempts to blow their own noses. They also enjoy taking responsibility for tasks, such as wiping out door resources dry ready for use. Children are encouraged to make decisions about their play, such as whether to play inside or outside. Children play well together, sharing resources and waiting their turn patiently.

### Outcomes for children are good

Children gain the skills they require for their future learning and eventual move to school. They are motivated to learn. For example, they confidently add resources to their play, think critically and solve problems as they use a range of materials in their imaginative play. Young children show curiosity. For example, they show great interest in the condensation on the playhouse window and make marks.

## Setting details

<b>Unique reference number</b>	EY436751
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10069151
<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>	2 - 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	16 July 2014

The childminder registered in 2011 and lives in Whitchurch, Bristol. She works with three assistants. The childminding service operates Tuesday to Friday throughout the year. The setting is in receipt of funding for early years education for children aged two, three and four years. The childminder holds an early years qualification at level 4.

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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Piccadilly Gate  
Store Street  
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