

Childminder report

Inspection date	8 November 2018
Previous inspection date	8 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a homely and warm environment. Children have access to a wide range of stimulating resources and they confidently make choices about their play.
- The childminder places high emphasis on children's emotional well-being and works closely with parents to ensure smooth settling in. Children form very close bonds with their key person and show that they are happy and well settled.
- The childminder provides plenty of opportunities for children to develop their literacy skills. For example, she engages children in singing and rhymes throughout the day. Children benefit from plenty of quality story time as the childminder and her assistants are highly skilled at bringing stories to life. Children develop a love of books from an early age.
- The childminder, her assistants and the co-childminder work as an effective team. They evaluate their practice and provision together and plan improvements that help to enhance children's learning experiences. For instance, they are continuing to make improvements to the new playroom to ensure it matches children's learning needs as well as possible.

It is not yet outstanding because:

- Although the childminder monitors the progress of individual children well, she does not check fully the achievements made by different groups of children, to help her ensure all children make consistently high rates of progress.

What the setting needs to do to improve further

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

- enhance the use of information gathered from assessments to monitor any patterns and gaps in the progress made by different groups of children.

Inspection activities

- The inspector held discussions with the childminder and her assistants at appropriate times during the day.
- The inspector looked at evidence relating to the childminder's and her assistants' qualifications and suitability checks.
- The inspector observed the interactions between the adults and the children during indoor and outdoor activities.
- The inspector carried out a joint observation with the childminder and discussed the findings with her.
- The inspector read written feedback from parents.

Inspector

Hiroka Dathan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder ensures she and her assistants have an up-to-date knowledge of safeguarding issues. They have a good understanding of how to keep children safe and the procedures to follow if they have a concern. The childminder has robust risk assessments and procedures in place to ensure children's safety at all times. She supports her assistants with their professional development well. For example, she regularly reviews their teaching practice and supports them to gain further training and qualifications. The childminder maintains strong partnerships with parents and other settings that children attend. She regularly exchanges useful information that helps to ensure consistency of care and learning for children. Parents praise the childminder's services and the quality of care and learning that their children receive.

Quality of teaching, learning and assessment is good

The childminder and her assistants know individual children well. They observe carefully and respond to children's interests, extending their learning through engaging activities. For instance, children show interest in veils. The childminder facilitates further exploration by switching on music and lights for children to dance to, using their veils. The childminder and her assistants support children's creativity well. They provide children with plenty of time to explore using their senses, and offer interesting resources and activities that support their creativity. For instance, children excitedly investigate a wide range of musical instruments and learn to make different sounds. They become highly absorbed in a large-scale painting activity, exploring marks, colours and patterns.

Personal development, behaviour and welfare are good

The childminder and her assistants are positive role models and teach children good manners. Children behave very well, play cooperatively and enjoy one another's company. The childminder promotes children's understanding of diversity and the wider world well through the resources and activities she provides. These include trips in the local community, food tasting, and reading stories to learn about different cultures and celebrations. The childminder promotes healthy lifestyles effectively, such as by offering plenty of outdoor play and providing healthy meals. Children learn to taste different types of food through enjoyable songs during mealtimes and taking part in cooking activities.

Outcomes for children are good

Children are independent learners and confidently communicate their needs and interests to lead their play. For example, they independently gather and set up resources necessary for their wedding role play. Children focus well for extended periods and enjoy tackling challenges, such as when cutting fruit at snack time. Children make good progress and are well prepared for their future learning, such as school.

Setting details

Unique reference number	EY374138
Local authority	Bristol City of
Inspection number	10069150
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	18
Number of children on roll	15
Date of previous inspection	8 September 2014

The childminder registered in 2008. She lives in the Knowle area of Bristol. The childminder works with a co-childminder and employs three assistants. She offers care for children each weekday from 8.15am until 5.30pm, all year round. The childminder holds early years professional status. One of her assistants holds a qualification at level 3 and one holds a qualification at level 2. The childminder receives funding to provide free early education to children aged three and four years.

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