

# Childminder report

<b>Inspection date</b>	5 February 2019
Previous inspection date	24 July 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

### This provision is good

- The childminder manages children's behaviour well. She promotes positive behaviour by praising children and modelling good manners. When young children occasionally display challenging behaviour, she skilfully distracts them by using their interests.
- Children learn to share, take turns and be nice to each other. As a result, they play together cooperatively at the setting as well as when they meet other children on outings. They build good friendships from an early age.
- The childminder plans a large range of enjoyable and interesting activities both indoors and outside. She identifies ways in which children's learning can be extended. For example, She teaches children about Chinese New Year. She plans a messy-play activity using Chinese bowls and spoons. She extends their learning further by reading the children a book about a child's first Chinese New Year celebration, and providing Chinese food as a snack.
- Parents are very complimentary about the care and education their children receive. They comment positively about the progress their children make in their learning, and the support that the childminder offers them if their child requires additional help.
- The childminder knows the children well and this helps her provide them with the required support throughout the day. For example, she knows what food the children like, the signs that they may be tired and also the activities that will interest them. This helps children settle well and enjoy their time at the setting.
- The childminder does not always prepare children for what will come next. For example, on occasion, an activity is started without children being provided with enough explanation of what they will be doing.
- The childminder has not made the most of training opportunities to develop the quality of her teaching. Through self-evaluation, she has identified the benefit of refresher training in areas, such as mathematics and literacy.

## What the setting needs to do to improve further

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

- enhance the support for children's understanding of what will come next, so that they are better prepared to become involved in activities
- make the most of training opportunities to further develop teaching skills.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke with the children and the childminder at convenient times during the inspection.
- The inspector sampled various documents, including children's learning records, accident records and relevant policies and procedures.
- The inspector and the childminder observed children during activities and discussed children's learning and progress.
- The inspector took account of parents' views.

**Inspector**  
Champa Miah

## Inspection findings

### Effectiveness of leadership and management is good

The childminder shares good practice with other childminders to improve her service. For example, she has identified suitable questions to ask parents in order to receive effective feedback. She has good systems in place to track children's progress. She uses this information effectively to ensure children are given the opportunity to build on their skills in all areas of learning. Safeguarding is effective. The childminder regularly attends safeguarding training to ensure she has up-to-date knowledge of safeguarding issues which she embeds in her practice. The childminder works effectively with other professionals to ensure the best outcomes for children. She shares and requests information when children attend other early years settings, so that there is consistency in the care and education provided to children.

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

The quality of teaching is good. The childminder has a good understanding of how the children in her care learn best, and she uses this information to help children make progress in their learning. She accurately identifies areas where children need support and organises interesting activities to develop children in these areas. For example, children are taken regularly to the library for a song and story time session, to develop their attention and listening skills. The childminder provides challenging experiences and encourages children to persevere with activities, such as puzzles. She supports children to develop their speech by repeating key words and planning activities which encourage children to talk. She works closely with parents and suggests what they can do at home to help children make further progress. For example, she offers ideas for parents to provide children with choices at home, to encourage children's use of words to choose what they want.

### Personal development, behaviour and welfare are good

Children learn about good hygiene. They are encouraged to clean their hands after messy-play activities, and before their snack and lunch. Children show good levels of early independence by learning to feed themselves and tidy up after themselves. They learn how to stay safe and healthy. For example, young children enjoy role-play activities based around making food in the kitchen. The childminder uses this opportunity to teach children about foods that are healthy and the benefits of healthy eating. Children have close relationships with the childminder and show good levels of confidence in their play.

### Outcomes for children are good

The children learn about a wide variety of festivals, such as Halloween, Christmas, Eid and Chinese New Year. Children learn to accept and value different cultures. All children make progress in their learning. Children who make less than typical progress are quickly identified, and they receive close support through the childminder's discussions with outside agencies and parents. Older children are prepared well for school. They learn skills, including putting on their own coats and shoes, and recognising their names.

## Setting details

<b>Unique reference number</b>	136457
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10071945
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	24 July 2015

The childminder registered in 1997. She lives in Little Stoke, Bristol. The childminder offers her service on Mondays, Wednesdays and Thursdays from 8.00am to 5.15pm and on Tuesdays from 7.30am to 5.15pm. The childminder has a relevant qualification.

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Piccadilly Gate  
Store Street  
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