

Childminder report

Inspection date	6 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 provides children with a variety of interesting and challenging activities to help them learn and develop. When children are playing, she skilfully facilitates their play to help them think for themselves and gives them time to respond to questions.
- Children form close relationships with the childminder. She is very attentive to the children's needs and they approach her for comfort and seek her praise when they do something well.
- Parents are very complimentary about the childminder. They comment positively about how happy and settled their children are, how well they develop and about the activities on offer.
- The childminder knows the children well and follows their interests to meet their learning needs. For example, children choose what activity they would like to do, such as drawing insects. The childminder introduces mathematical concepts in their play to help them learn, such as counting the legs on the insects. As a result, children make good progress.
- The childminder continuously reviews her practice to drive forward improvement. She evaluates children's levels of engagement in activities and obtains parents' views to develop her practice.
- All children, including those with additional needs and those who are learning English as an additional language, make good progress.
- Parents are not always aware of the next steps that the childminder is focusing on for children's learning.
- The childminder does not always build good links with other professionals. For example, she does not always obtain and/or share information from other early years settings that children attend or have come from.

What the setting needs to do to improve further

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

- provide parents with more opportunities to be involved with what children are currently learning
- improve systems for obtaining and sharing information about children with other early years settings that the children attend or have attended.

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 attends a variety of training courses to support her to provide good care and education for children. For example, she has attended 'In the moment planning' which helps her to spontaneously plan activities based on what children are already doing. This extends children's learning further. She has good links with the local authority and childminding groups to share best practice and remain up to date with changes to the requirements. She has effective systems in place to obtain information from parents about what children are doing at home and she uses this knowledge to meet children's needs. Safeguarding is effective. The childminder has a good understanding of child protection issues and the procedures to follow if she has concerns about a child.

Quality of teaching, learning and assessment is good

Teaching is consistently strong and the childminder has effective interactions with children. She ensures each activity that children take part in provides them with good learning experiences. For example, children play a sorting game involving different shapes. The childminder uses this to teach children about shapes, sizes and counting. Children excitedly initiate role-play scenarios and the childminder takes part in these by engaging with the children and asking challenging questions to help them to think. She makes regular observations of children and uses this information to track the children's stages of development and the progress that they make. This enables her to identify what children need to learn next and provide children with the resources to develop.

Personal development, behaviour and welfare are good

Children learn skills to support their welfare. For example, they learn about the importance of good hygiene, including cleaning their hands when they are dirty and before mealtimes. They also learn to tidy up after they finish an activity and to throw rubbish in the bin. Children learn to make and value friendships; they talk fondly about their friends and how much they enjoy playing with them. They develop good levels of confidence and have good communication skills.

Outcomes for children are good

Children learn about a wide variety of festivals, including Christmas, Eid and Chinese New Year. They learn to accept and value different cultures. Children are keen to initiate their own play and show good levels of concentration. They use mathematical language spontaneously in their play. Older children are prepared well for school. They learn to zip up their coats, put on their shoes and make healthy choices at lunchtime.

Setting details

Unique reference number	EY500453
Local authority	Bristol City of
Inspection number	10067338
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

The childminder registered in 2016 and childminds with her husband. She lives in a flat on the fourth floor in Bristol. She uses the whole of the flat for childminding and operates between Tuesday and Friday from 8am to 6pm. Local facilities are within walking distance, such as parks, schools and shops and the library. The childminder is able to take and collect children from local schools and pre-schools.

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