

Childminder report

Inspection date

16 April 2019

Previous inspection date

9 December 2015

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

This provision is good

- The experienced childminder has a thorough understanding of requirements. She successfully implements a range of policies and procedures to help keep children safe.
- The childminder is very calm and caring, and her home is welcoming. She provides a variety of resources and activities for children which she adapts according to their ages. Children are very happy and have strong attachments to her.
- The childminder plans activities and experiences based on children's individual needs, likes and interests. Children have plenty of control over their learning. This helps boost their self-confidence and encourages them to become independent learners. All children make good progress from their starting points.
- The childminder has strong relationships with parents. Parents feel well informed and comment on the regular sharing of information about their children's learning and how they can continue this at home.
- The childminder provides children with regular opportunities to develop their social skills and gain confidence with other groups of children. Children's behaviour is good. This helps prepare them well for their move to other settings and school.
- The childminder uses many ways to reflect on the service she provides. For example, a quality assurance programme, regular discussions with other childminders, and parent feedback questionnaires. This helps ensure she continuously improves her provision.
- The childminder does not make the most of all opportunities to support younger children's understanding of healthy food and hygiene skills, to help them learn more about the importance of healthy lifestyles.
- The childminder misses chances to fully engage younger children in some activities, so that they get the best learning experiences possible.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to learn about the importance of healthy lifestyles
- strengthen questioning techniques to encourage younger children to express their thoughts and ideas in order to extend their learning.

Inspection activities

- The inspector observed activities and the quality of teaching inside and outdoors.
- The inspector held discussions with the childminder and spoke to children at appropriate times throughout the session.
- The inspector sampled a range of documentation, including children's development records, suitability checks and policies and procedures, including safeguarding and risk assessment.
- The inspector took into account the views of parents from written testimonials and feedback questionnaires.
- The inspector invited the childminder to carry out a joint observation.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is clear about the procedures to follow if she has a concern about a child's welfare. For example, recent training regarding the guidelines to protect children from radical and extreme views has had a positive impact on her knowledge. The childminder ensures the premises are free from any risks to children. She supervises children diligently. The childminder has successfully addressed recommendations from the last inspection. For instance, she now makes better use of information gained from parents ahead of children starting with her, to learn what they have already achieved. This further strengthens her teaching and assessment. The childminder reflects on the training courses she attends, for example how to engage boys and understanding autism, to implement improvements to her teaching and to benefit children.

Quality of teaching, learning and assessment is good

The childminder provides many interesting activities for children and interacts well with them to develop language skills and widen their vocabulary. For example, children playing with plastic ocean creatures notice their differences and name the 'whale', 'shark' and 'dolphin'. The childminder uses children's chosen activities to help them achieve their next steps in learning. For example, children chose many stories for her to read. She uses these times to encourage the children to read back to her and re-tell the story. The childminder takes all opportunities to use mathematical language in children's play, such as counting scoops of sand, recognising numerals and comparing the size and quantity of a family of owls. The childminder encourages children's understanding of the natural world very well. For example, children delight in bathing and feeding her tiny pet tortoise. They plant seeds of the special weed it needs to eat to stay well. This helps children's growing understanding of how to care for living things.

Personal development, behaviour and welfare are good

The childminder works very closely with parents to help settle children and ensure she meets their individual needs and routines consistently. This promotes children's emotional well-being effectively. For example, children go to her for instinctive hugs and reassurance when needed. The childminder encourages children to choose activities for themselves to help build their confidence and independence skills. For instance, they learn to manage tasks, such as helping to tidy toys away. She ensures children benefit from lots of outdoor play time in the garden and the local community. For example, they develop physical and coordination skills during frequent visits to local parks.

Outcomes for children are good

Children develop good skills for their future learning and are well prepared for school. They are confident to explore and learn to share and take turns. For instance, even the very youngest children take turns to touch the tortoise gently, and say sorry without prompt when they bump into a friend. Children have good opportunities to practise their early reading and mathematical skills. For example, children pretend to post letters and read sensory books to themselves. They count objects on the pages and compare different sizes of cars and animals.

Setting details

Unique reference number	EY221520
Local authority	Bristol City of
Inspection number	10060547
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 December 2015

The childminder registered in 2001 and lives in St Pauls, Bristol. She operates Monday to Friday, between 8am and 5pm, all year round. The childminder holds a relevant early years qualification at level 3.

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