

Childminder report

Inspection date	25 April 2019
Previous inspection date	15 March 2016

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 childminder monitors children's progress well to help her to identify any weaknesses in their learning and development. She knows how to find the necessary support from other professionals to help all children make good progress from their starting points.
- The childminder successfully accesses training to keep her knowledge and skills up to date. For example, she has secured a deeper knowledge of how to support children who may have additional needs and made positive changes that improve their opportunities to learn and develop.
- The childminder is a good role model. She is calm, nurturing and gentle, and teaches children to develop positive attitudes and respect for others. Children are well mannered and behave well.
- The childminder encourages parents to become involved in their children's learning. For example, daily discussions help parents to continue their children's learning at home.
- Children form strong bonds with the childminder. Her warmth and encouragement help them grow in confidence and learn to do things for themselves.
- The childminder is skilled at introducing mathematical terms during children's play. For example, she uses opportunities to encourage children to count and models language to describe volume, such as 'full' and 'empty'.
- Children learn about the natural world through activities that promote exploration and experimentation. For example, younger children are excited to see the growth of caterpillars into butterflies and older children enjoy looking at a book describing their growing cycle.
- The childminder misses some opportunities to encourage children to think critically and solve problems as they take part in activities and routines.
- The childminder does not provide many opportunities for children to use and understand different technology, in order to enhance their learning and development.

What the setting needs to do to improve further

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

- help children to challenge their explorations, to think critically and solve problems for themselves
- provide opportunities for children to explore different technologies to better support their learning and development.

Inspection activities

- The inspector observed the quality of the childminder's interactions and teaching with children inside and outside.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the childminder and discussed the findings with her.
- The inspector sampled a range of documentation, including children's assessment records, policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder.

Inspector

Lin Harvey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed relevant training and understands what to do if she has concerns about a child's well-being. She completes comprehensive risk assessments to help her keep children safe in her home and on outings. The childminder teaches children well about risks, especially when out walking locally, helping them to be alert to potential dangers. The childminder works well with other childminders and regularly shares information with them, helping to develop her skills and knowledge. She uses self-evaluation successfully to enhance the quality of the learning and care experiences that she provides for children. The childminder has made positive changes to her setting and practice. She uses information from training and guidance from professionals to improve her knowledge and understanding to better support children. For example, following training, she monitors and supports children's speech and language development more effectively.

Quality of teaching, learning and assessment is good

The childminder has positive relationships with parents. She collects detailed information from parents before their children start and uses this to plan opportunities and activities that encourage children's learning and development. She makes detailed observations and accurate assessments of children's progress, which she shares with parents verbally and electronically. The childminder knows the children well and provides relevant activities and experiences. She effectively encourages all children's physical development. For example, very young children use chalks at a low-level table and older children use tools as they make marks on play dough. Children enthusiastically participate in songs and rhymes.

Personal development, behaviour and welfare are good

Children behave well. The childminder calmly supports children to understand the importance of sharing and taking turns in their play. Children have high self-esteem, and show they feel confident and happy. They are curious about visitors and are keen to communicate. Children share, work well together and develop the social skills they need for the next stage of their education. Children are secure and settle well in the childminder's care. They form good relationships with the childminder and her family. They snuggle in to her when they want to rest and happily play alongside her. Children develop a good awareness of simple hygiene routines. For example, they understand the need to wash their hands after touching animals and using the toilet.

Outcomes for children are good

All children make good progress from their starting points. They develop positive attitudes to learning and develop key skills in readiness for their future learning. Children concentrate well during activities, and sit quietly and listen to stories with interest. They gain useful skills as they put on their own coats and shoes and access the toilet independently. Younger children show with their actions that they have good levels of understanding and communicate their needs effectively.

Setting details

Unique reference number	106428
Local authority	Bristol City of
Inspection number	10061807
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 March 2016

The childminder registered in February 1997. She lives in the Ashley Down area of the city of Bristol. The childminder offers care Monday to Thursday, from 7.30am to 6.30pm, all year round.

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