

Childminder report

Inspection date: 19 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settle quickly into the childminder's home. Their physical and emotional well-being are at the heart of this experienced childminder's practice. She gives extra value to providing much needed outdoor experiences for children, particularly those who may be at a disadvantage in this area. For example, she plans visits to a host of interesting local groups and parks and places of interests, such as the beach. This significantly enhances children's good health and wider learning opportunities across all areas of the curriculum.

Children behave well. The childminder uses distraction effectively to prevent children from becoming upset or frustrated. With the childminder's support, children learn to manage their behaviour well for themselves.

The childminder supports children's growing communication and thinking skills effectively. Children thoroughly enjoy listening to stories. During these activities, the childminder encourages children to participate as she asks lots of questions about the pictures. This allows children to name characters, make animal sounds and describe what is happening. Additionally, the childminder consistently introduces new language and rhymes. For instance, she takes note of children's favourite rhymes at local toddler sessions and encourages children to repeat them back to her as they play during activities at home.

The childminder widely supports parents to continue their children's learning at home and to regularly share new information and achievements. Partnership working with other professionals is equally as well implemented and a strength of this setting. All children make good progress from their starting points. They gain the skills they need for moving on to pre-school or school.

What does the early years setting do well and what does it need to do better?

- The childminder's sensitive and encouraging approach provides a strong base for developing children's independence and significantly increases their confidence in their own abilities. Toddlers thrive in the care of this nurturing and attentive childminder. For example, children delight as they press buttons to make different sounds on programmable toys and manage to put on their own shoes.
- The childminder provides a wide range of exciting and stimulating activities that support learning in all areas of the curriculum. For instance, she encourages children's language, creativity, mark-making and small-muscle skills. She introduces paint pens for the children to handle that twist up and down and a large bowl of stickers with peel-off backing.
- Children have many opportunities to develop an understanding of healthy lifestyles. For example, children benefit from regular activity groups and develop

their coordination and balancing skills using equipment at the park.

- Parents' contributions are valued and used to inform assessments and planning. They, and other adults who share in the children's care, are fully involved with their child's learning and development. Parent testimonials are high in praise of the childminder. For instance, they state she is 'phenomenal with all the children' and provides 'a huge amount of love and care'.
- The childminder knows the children well and understands what she needs to do to help them move on to the next stage in their learning. For example, she talks to the children about size, colour and shape. She helps them to count with confidence and match and sort as children play with wooden stacking toys and puzzles. She makes mental notes for herself, which helps her to identify any gaps in children's learning and plan focused activities to ensure their good progress.
- The childminder leads some activities well. However, even though children make good progress, occasionally, the childminder misses opportunities to support children's listening and attention, to encourage them to stay at self-chosen activities and further extend their learning and development.
- The childminder reflects on her practice to identify areas to improve children's learning and meets with other childminders to share ideas to improve her practice. For example, she has reorganised the storage of resources so that children have more independence to develop their play ideas. However, the childminder's continued professional development is not focused closely enough on what will help to further improve her good teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are evident in practice and the childminder has a very clear understanding of child protection issues. She is clear on her role and responsibility to keep children safe and acts swiftly if she has a concern about a child's welfare. The childminder attends regular training to ensure that she has the most recent information to protect children in her care from harm. She closely supervises children as they play in the house and on outings.

What does the setting need to do to improve?

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

- review and provide better opportunities for children to listen and concentrate more effectively during activities, to extend their learning further
- seek professional development opportunities to raise the quality of teaching to consistently high levels.

Setting details

Unique reference number	106725
Local authority	Bristol City of
Inspection number	10061809
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 1998. She lives in Knowle, Bristol. The childminder provides care from 8am to 5.30pm each weekday except Friday, all year round. The childminder receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jan Harvey

Inspection activities

- The inspector looked at all areas of the home used for childminding.
- The inspector observed the childminder playing with the children during a range of activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents expressed in written responses.
- The inspector discussed the childminder's policies, looked at children's records and checked evidence of the childminder's suitability.
- The inspector discussed activities with the childminder and how the curriculum is organised.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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