

# Childminder report

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Inspection date: 2 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 content in the childminder's care. They display a strong sense of belonging and have formed close bonds with the childminder and her family. The childminder has clear expectations for children's behaviour. As a result, they are polite and well behaved. Children speak confidently to visitors, introducing themselves and their younger friends. They talk about the fruits they have for snacks and recall past learning experiences, such as growing strawberries in the childminder's garden.

Children choose their own play from a wide range of resources and equipment. They show high levels of concentration as they attempt to complete a range of different puzzles. The childminder joins in with their play, engaging them in meaningful conversations and encouraging their communication skills well. Children talk confidently about the characters on a puzzle. They make links between the names of the characters and people they know in real life. The childminder actively supports children's interest in early reading and older children confidently recall familiar stories from memory. Children enjoy using the props from the interesting story sacks the childminder creates. For example, they use a brush to represent the swishy, swashy grass from a favourite story, and share this with their friends. Young children become engrossed and listen attentively. Children receive praise for their achievements and develop confidence and good self-esteem.

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

- The childminder is enthusiastic and kind. Her home is warm and welcoming. Children enjoy playing with a wide range of good-quality toys and equipment, indoors and outdoors.
- The childminder completes regular observations and assessments of children's development to help her plan what they need to learn next. However, at times, particularly during focused creative activities, the childminder misses opportunities to encourage children to initiate and develop their own ideas.
- The childminder is skilful at differentiating activities to meet the individual learning of all children and help them to make good progress. For example, when painting leaves, she supports younger children to use simple words and encourages older children to hold the paintbrush correctly.
- The childminder plans motivating play activities to reflect all areas of children's learning. However, she does not make consistently good use of everyday opportunities to extend and develop children's understanding of mathematical concepts during their play.
- The childminder provides a wide range of opportunities for children to gain the skills needed to support their future learning and the eventual move to school. Children develop independence and learn to manage their personal care needs.

They are caring towards their friends and learn to keep themselves safe. For example, all children take responsibility for looking and listening for cars when crossing the road with the childminder on outings.

- The childminder develops good links with other provisions children attend to ensure a complementary approach to their learning. She demonstrates an understanding of the importance of working with outside professionals to actively support and monitor all children's development. She knows how to seek early support, to help close any gaps in children's learning promptly.
- Partnerships with parents are good. The childminder shares information with them, such as through daily discussions at arrival and collection times. She displays photographs of children's activities and achievements and keeps parents updated on their children's progress and learning. Parents' written comments praise the exciting learning opportunities the childminder offers their children.
- The childminder reflects on her practice regularly to identify areas for improvement. She meets with other childminders to share good practice and inspire ideas for activities. Following recent training, the childminder has introduced more open-ended resources, such as paper tubing and metal chains to encourage children's curiosity in learning. For instance, children show pride as they slide a chain across the floor and say, 'It sounds like rain'.
- The childminder provides good opportunities to broaden children's experiences and support their understanding of the world. For example, she takes them to visit a beach, a zoo and nearby parks. Consequently, children experience a wide range of environments and learn to respect the differences between their lives and those of others.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection procedures. She recognises the possible signs and symptoms of abuse and understands the procedures to follow should she have concern for a child in her care. This includes knowing who to contact to seek additional advice and support. The childminder carries out daily safety checks on her home and garden to minimise risks and ensure children play in a safe and secure environment.

## What does the setting need to do to improve?

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

- strengthen ways to support and encourage children to fully develop and explore their own ideas during focused activities
- make better use of spontaneous opportunities to support children's early mathematical skills, such as counting and recognising shapes.

## Setting details

<b>Unique reference number</b>	EY298883
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10061824
<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 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	21 March 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Bishopsworth, Bristol. The childminder operates all year round from 8am until 5.30pm, Monday to Thursday. She receives funding to provide free early years education for children aged three and four years. The childminder holds a childminding qualification at level 3.

## Information about this inspection

### Inspector

Holly Smith

### Inspection activities

- The inspector had a tour of the premises and evaluated an activity with the childminder to understand how the early years provision and the curriculum is organised.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback.

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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