

Childminder report

Inspection date: 6 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are provided with a range of activities and resources to help make their day fun and exciting. This includes a toy snack shop to encourage role play, arts and crafts, and a wide variety of books to support early interest in literacy. Toys and activities are fully accessible so that children can self-select what they would like to do. The childminder follows children's lead and facilitates their play, so they make good progress in their learning and development. Children benefit from regular outings to childminder groups and forest school, which supports their social skills and physical development. The childminder knows the children well and they feel safe in her care. For example, when children become upset, they are quickly settled with a cuddle from the childminder. Children generally behave well and play cooperatively alongside each other. They have a confident attitude to taking part in activities. The childminder uses effective techniques to positively manage behaviour, such as distracting children with toys that interest them. The childminder has a strong ambition to ensure all children leaving her care are prepared well for school. She teaches children skills such as using a knife and fork, independently using the toilet, concentrating for long periods, listening well, and following instructions.

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

- The childminder uses children's interests to progress their learning effectively. She carefully considers how she will deliver all areas of learning to children and finds different ways to engage them. For example, children who are less interested in mark making using pencils are provided with sticks and foam to start making and learning about meaningful marks.
- Children feel secure and display good levels of confidence in their play. They feel comfortable to continue exploring in the presence of unknown adults.
- The childminder attends regular training to improve the quality of teaching. She implements new ideas that she has learnt, to support children's learning. For example, she attended training on how to teach mathematics in different ways. Following the training, she teaches children mathematics more interactively, for instance through sports day activities.
- The childminder has excellent communication with parents. She obtains and shares important information about children's care and learning and uses the information effectively. For example, she has in-depth discussions with parents following the holidays as children attend term time only. She finds out whether there have been any changes in the child's life or if they have new interests. This helps the childminder to fully understand the child's needs and progress their learning.
- Children display good hygiene practice from a young age. They understand routine well and wash their hands before snack and mealtimes.

- The childminder tracks children's development to ensure they are making good progress. She quickly identifies any gaps in children's learning and swiftly takes action to help children make progress.
- The childminder has good systems in place to effectively evaluate her practice and implement changes for improvement. For example, she identified that, at times, children did not engage in meaningful play as there were too many toys out. She removed some toys and now rotates them in line with children's interests.
- Parents are very complimentary about the childminder and comment positively about how much their children look forward to attending.
- Children experience a wide variety of vocabulary through the outings they go on, and through the childminder role modelling good language. However, on occasions, children's speech and language skills are not fully supported. This is because, sometimes, the childminder asks children questions and answers on their behalf, without giving them enough time to think and respond.
- Children learn about boundaries from a young age and they listen to the childminder when she tells them not to do something, such as snatching. However, occasionally, the childminder asks children not to do something but does not follow this through with an explanation. This does not support children to fully understand why some behaviour is not acceptable.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of safeguarding issues and the procedures to follow if she has concerns about children in her care. She is clear about the need to act quickly and who to contact should she have any child protection concerns or if an allegation is made against herself. The childminder attends regular training to keep updated with changes to safeguarding procedures and completes first-aid training to help ensure children's safety.

What does the setting need to do to improve?

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

- enhance children's opportunity to think and respond to questions and develop their speech and language further
- consistently provide children with explanations of why some behaviour is not acceptable so that they fully understand why they are being asked not to do something.

Setting details

Unique reference number	EY547267
Local authority	Bristol City of
Inspection number	10109060
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 5
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in June 2017. She lives in Bristol. The childminder offers care from 3.15pm to 5.30pm on Monday, and from 8.40am to 5.30pm Wednesday to Friday, term time only.

Information about this inspection

Inspector
Champa Miah

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum is organised.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took into account the views of parents from information gathered by the childminder for the inspection.
- The inspector observed the quality of teaching during activities in the childminder's home, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at various documentation, such as paediatric first-aid and training certificates, children's assessment records and relevant policies.

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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