

Childminder report

Inspection date: 20 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 demonstrate secure relationships with the childminder. They are confident to explore the toys and resources, and know the childminder is there for them to return to for comfort and reassurance. Children are happy to join in with the activities and spend long periods of time exploring. For example, during a painting activity, they persevere to open the lids of paint pots and are determined to succeed. The childminder offers children lots of praise when they achieve their tasks, which boosts their confidence and they clap and smile in delight. The childminder has high expectations of children's behaviour and uses effective techniques to help them learn to understand her boundaries. For example, she helps them learn to share and take turns, and they respond well to her calm guidance.

Younger children enjoy many opportunities to explore their local environment. They attend regular toddler groups, for example, to increase their confidence in social situations with older children and to have a wider range of experiences. They also visit the local farm, which helps them to develop an understanding about nature, such as when they learn about newborn piglets. The childminder is very aware of children's backgrounds, and older children share the languages they hear at home with the childminder and the other children. The childminder helps them to learn about the differences and similarities between themselves and others.

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

- The childminder gets to know children's abilities well and identifies the most important aspects they need to develop next. She observes what children enjoy and uses this information to plan for their future learning. For example, following on from seeing young children repeatedly open and close various paint pots, the childminder plans to extend this learning further. She plans to use different containers in water play, to help develop their interest and increase the muscle strength in their hands.
- The childminder helps young children to develop the confidence to learn key skills quickly. For example, she uses lots of praise and positive reinforcement when they take a few steps, and moves the toy they want further away and encourages them to take even more. Children show they are proud of their achievements, which builds their self-esteem.
- Partnerships with parents are good overall. They report they receive good communication from the childminder about their children's care and development. Parents, in their written feedback, express how happy they are with the progress their children have made. However, the childminder does not make the most of all opportunities to work together with parents and offer them ideas on how to support their children's learning at home.

- The childminder reflects on her practice and identifies areas for development. She has sourced some online training, for example, for making her activities more interesting by using different ingredients to create new effects. She has identified that one of her strengths is her flexibility in her planning and that she can change plans at short notice and offer the children different experiences, particularly trips out.
- The childminder promotes young children's communication and language development effectively. She provides a narrative for what they are doing and encourages simple words, such as 'squeeze' and 'sheep'. She responds to young children's communication. When they point to a toy, she asks them if they want it, or if they use facial expressions to demonstrate their feelings, she asks if they are sad and would like a cuddle. She does not make the most of the children's love of music and singing, to further extend their language.
- The childminder helps young children to develop positive attitudes towards healthy lifestyles. She provides nutritious meals and snacks, which children enjoy. Children have regular opportunities to be outdoors and to develop their physical skills.
- Young children show they feel safe in the childminder's care and readily approach her for comfort. She helps them to become independent at a young age, such as by encouraging them to feed themselves and get their cup of water from the high chair. This helps them to develop some useful skills for their future learning.
- The childminder encourages young children's early mathematical skills well during their play. For example, as they look at books, she counts the animals, or when they build a tower, she counts the blocks.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge of child protection issues and wider safeguarding legislation. She knows the agencies to report concerns or an allegation to. She helps children stay safe online and limits their screen time. The premises are safe and secure, and the childminder identifies possible risks to children. For example, her garden is currently not in use due to a potential safety issue she has identified.

What does the setting need to do to improve?

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

- make the most of opportunities to involve parents in supporting their children's learning at home
- seize all opportunities to sing songs and rhymes, to extend young children's language development even further.

Setting details

Unique reference number	EY546118
Local authority	Bristol City of
Inspection number	10101407
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Kingswood, Bristol. She operates from Monday to Friday all year round, except for family holidays.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector observed the childminder interacting with the children and assessed the impact on children's learning.
- The childminder made some documents available for the inspector to sample, including qualification and training certificates, children's records and evidence of suitability checks.
- The inspector observed an activity, and the childminder evaluated the impact of this on children's learning.
- The childminder and the children spoke to the inspector at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.

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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