

Childminder report

Inspection date: 21 January 2020

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 happy and relaxed in the safe and calm setting. They confidently make choices about their learning, independently selecting the resources needed and moving freely between the different activities on offer. The childminder ensures that children are able to follow their interests and learning preferences, while at the same time introducing them to new activities. For instance, children have a go at looking for bugs in the garden and delight in finding snails. The childminder allows plenty of opportunities for children to re-visit activities, which helps to build on what children already know and consolidate their learning further.

The childminder provides strong support for children's language development. For example, she talks clearly, models good conversational skills and introduces new vocabulary to help build on their understanding. Children are confident communicators and enjoy sharing their thoughts with the attentive childminder as they play.

Children behave well and learn to be polite from an early age. The childminder is a good role model. She supports children to listen and respect one another, follow the setting's rules, and to look after the toys and the environment. She is kind and patient and is sensitive to children's emotional needs. Children develop strong bonds with her.

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

- Children become increasingly independent, supported by the childminder, who builds on their skills effectively. The childminder consistently encourages children to manage tasks for themselves, such as putting on their own shoes, tidying up and helping to prepare lunch. She patiently supports children when needed, and offers plenty of praise, which helps to raise children's confidence in their own ability.
- The childminder promotes children's curiosity about the world by providing opportunities for them to discover things for themselves. For instance, on a cold morning, she leaves out some water with toys so that children can explore ice. She supports children as they find out about the properties of ice, allowing them to see how it melts into water over time. She enables them to find out how ice can be broken to free the toys inside, encouraging them to keep on trying until they succeed. Children develop good levels of concentration and perseverance, and they learn to problem-solve independently.
- The childminder supports children's early reading skills well. Children demonstrate a keen interest in books. They enjoy looking at books independently, and ask the childminder to read their favourite books to them. The childminder supports their engagement and interest by commenting on

what is happening in the story and encouraging children to join in with familiar phrases. Children listen well and concentrate for extended periods. However, there is scope to provide further opportunities for children to explore mark making during their play, to further develop their early writing skills.

- Partnerships with parents are strong. The childminder keeps parents well informed about their children's progress. For instance, she provides daily diaries and discusses next steps with them so that parents can support their children at home. This helps to provide consistency of care and learning for the children. Parents state that they are very happy with the wide range of activities provided and the quality of care their children receive.
- The childminder carefully takes into account children's experiences from home to plan activities which enrich their experiences and prepare them for future learning. For instance, she ensures that screen time is minimised so that children have plenty of opportunities to create their own imaginative play and be physically active. She strives to offer a wide range of activities and plans carefully to support children's all-around development, including regular outings to local areas of interest.
- The childminder attends mandatory training, such as first aid and safeguarding, to keep her knowledge up to date. However, she does not take full advantage of opportunities for professional development to help her to enhance her teaching skills. That said, she reflects on her practice well overall and listens to feedback from parents and children to help make ongoing improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her responsibilities to keep children safe. She keeps up to date with current requirements through regular training, and is aware of wider safeguarding issues. The childminder is confident with the local procedures for reporting any concerns she may have about a child's welfare. She supervises children well throughout the day and maintains a safe environment. The childminder carries out checks of her home to help ensure that all areas and equipment used by children are safe and suitable.

What does the setting need to do to improve?

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

- extend opportunities for children to make marks and develop their early writing skills
- build on the programme for professional development to continue to enhance knowledge and skills.

Setting details

Unique reference number	EY550949
Local authority	Bristol City of
Inspection number	10130853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She lives in the Westbury-on-Trym area of Bristol. She works Monday to Wednesday from 7.30am to 6pm, term time only.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The childminder discussed her self-evaluation with the inspector and explained how she organises her provision.
- The inspector observed the childminder's interactions with the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector spoke to the children and read written feedback from parents.
- The childminder provided evidence of her qualifications and suitability checks.

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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