

# Childminder report

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Inspection date: 11 February 2020

<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	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistant provide children with a welcoming, vibrant environment where children feel safe and secure. They use warm, positive interactions with children to enable them to feel comfortable and content in their care. Children form positive attachments with the childminder and her assistant. They listen and respond to instructions promptly, such as at tidy up time. The childminder and her assistant have a calm manner and they set clear boundaries for children. As a result, children learn to share, take turns and consider other children's needs. Children's behaviour is very good. They are polite, kind and considerate to adults and other children. The childminder and her assistant develop children's learning as they play alongside them. Children are keen to try new challenges independently. For instance, younger children are curious to explore how torches work and show excitement when they turn them on independently. The childminder and her assistant support children to test out their ideas and extend their critical thinking skills. For example, children show curiosity as they experiment how fast different-sized cars can travel down the guttering tubes. Children concentrate for long periods of time. They enjoy making independent choices in their play and are eager to explore the stimulating environment. Younger children show delight as they recognise and identify different-coloured items in the setting. Older children enjoy dressing up as different characters using the range of fancy dress outfits and accessories to engage in imaginative play with their friends.

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

- The childminder and her assistant provide children with a variety of experiences and opportunities to support them to learn about their local community. This includes regular trips on the bus and visits to Westonbirt Arboretum. Children also benefit from attending weekly toddler group sessions with the childminder and her assistant. These important interactions support children to make new friends, develop their social skills and increase their confidence and self-esteem.
- The childminder and her assistant have developed strong partnerships with parents. They use verbal and written communication to involve parents in their child's progress and learning. For instance, they provide parents with daily photographs and information on their child's individual care needs and their interests during the day. The childminder also sends electronic assessments of their child's development each term to enable parents to have a clear understanding of their child's progress. Parents comment on the great progress their children have made since starting with the childminder and are 'extremely pleased with the level of care provided'.
- The childminder promotes children's awareness and understanding of different emotions. For example, children explore puppets with different emotions printed on them. Children identify the various faces and copy the different expressions.

The childminder talks to them about each emotion and why they may feel that way. Older children talk about previous experiences when they have felt some of the emotions. As a result, children develop the ability to recognise and talk about their feelings, therefore improving their self-awareness.

- Children show delight as they enjoy taking on a role of responsibility, such as helping to distribute bowls, cups and fruit at snack time. The childminder and her assistant encourage children to be independent and practise their self-care skills. For example, children wash their own hands before mealtimes and put on their own shoes and coats before they go outside.
- The childminder and her assistant meet regularly to discuss children's learning and how they can support their development further. However, the childminder's arrangements for monitoring and supporting her assistant's knowledge are not as sharply focused as they could be. Her assistant does not have a strong understanding of some wider safeguarding issues, such as the 'Prevent' duty. Nonetheless, the childminder has a strong knowledge of safeguarding children, and she and her assistant keep children safe.
- The childminder has developed strong partnerships with other childminders in the area. She meets regularly with them to share ideas and information regarding good practice. She talks passionately about recent training she has completed where she has developed a more in-depth understanding about supporting children with special educational needs and/or disabilities. However, the childminder misses opportunities to enhance her assistant's professional development to raise teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to ensure children's safety. Overall, the childminder's assistant has good safeguarding knowledge. They know the possible signs to be aware of that could indicate that a child is at risk of harm. The childminder and her assistant know the correct procedure to follow if an allegation was to be made against either of them or a member of the childminder's family. The childminder carries out regular risk assessments of her home to ensure she provides a safe environment for children to play.

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

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

- develop plans further to support professional development for assistants to provide a sharper focus on teaching and learning and ensure the highest possible outcomes for children
- review the arrangements for monitoring and supporting the assistant's knowledge further, especially in relation to wider safeguarding issues.

## Setting details

<b>Unique reference number</b>	136446
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10125438
<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>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 October 2015

## Information about this early years setting

The childminder registered in 1999. She lives in Downend, Bristol. The childminder works all year round except for bank holidays and family holidays. She works Monday to Thursday from 8am to 6pm. The childminder holds a level 3 qualification in early years. She receives funding for the provision of free early education for children aged two, three and four years old.

## Information about this inspection

### Inspector

Terri Breakwell

### Inspection activities

- The childminder and the inspector conducted a joint observation of an activity and discussed the quality of teaching and interactions.
- The inspector held conversations with the childminder, the assistant and the children at appropriate times throughout the day.
- Written feedback from parents was gathered and the inspector took account of their views.
- A learning walk was carried out by the inspector, the childminder and the children.
- The inspector discussed children's learning and progress with the childminder, including their next steps and interests.

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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