

Childminder report

Inspection date: 9 September 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

The childminder works closely with parents when children first start, to get to know children and support their needs. She has flexibly adapted these arrangements during the COVID-19 (coronavirus) pandemic, conscientiously adding individual sessions to help children settle effectively. Children develop very close trusting bonds with the childminder and her assistant, who are both very friendly and caring. They adapt the routines of their provision to ensure children's well-being is closely supported. For example, they flexibly adjust lunch and nap times to individual children's needs. The childminder and her assistant observe children closely, picking up on any changes to children's behaviour and promptly supporting them. They help children understand expectations, appreciate the needs of others and manage their emotions. Young children learn to share toys and take turns. They begin to enjoy the company of other children, as they play alongside them and during social mealtimes and group activities.

The childminder links activities closely to children's interests. She inspires their curiosity and motivates them very effectively. Young children enjoy exploring a wonderful range of sensory items. Older children use these to supplement their imaginative play and create a cornflake beach with shells. The childminder offers further ideas to extend children's exploration. They add sea creatures to a sea they make out of shimmery blue material.

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

- The childminder has a wealth of experience and one of her assistants has an early years qualification. They work as an effective team, pooling their knowledge and skills to provide a good provision and effective support for children. They evaluate their practice and ensure they continue to develop their skills, focusing closely on the changing needs of the children. For example, the childminder has undertaken training to help support children's mental health, including issues that have increased because of the pandemic.
- The childminder and her assistant monitor children's progress regularly and accurately, identifying any gaps in children's development and making plans to help these close. They work closely with parents to ensure children receive consistent support. Children make good progress, this includes two-year-olds in receipt of funding.
- Children have good opportunities to develop their independence. The childminder and her assistant give them encouragement, helping to build their confidence and empowering them to do things for themselves. Children select resources readily and enjoy taking on new challenges. They confidently make marks with pencils, showing their skills as they form lines and circles. They cut up their fruit at snack time and really enjoy making their 'pitta pizzas' for lunch.

They persevere well, showing positive attitudes to learning. They gain dexterity and strength that will support their future skills.

- Overall, children's language and communication are progressing well, this includes children who speak English as an additional language. Children eagerly and attentively listen to stories, showing their knowledge of characters and repeating well known phrases. They join in singing songs and copy the actions. The childminder and her assistant ask children questions as they play and explore. However, they sometimes do not give children enough time to think and answer or extend children's thinking and language with further discussion.
- The childminder and her assistant help support children's healthy lifestyles. Young children learn to wash their hands before meals, they enjoy healthy fruit snacks and drinking water. The childminder has activities in her garden and takes them to local parks and nature areas, where children can enjoy being active in the fresh air and develop their physical skills and strength. Children also enjoy being active during song time and smile broadly as they try to jump like bunnies.
- The childminder plans regular activities throughout the year to help children learn about the wider world. She teaches children to have consideration for others and respect their differences. However, children do not have consistent opportunities to share their own culture, extending their understanding of what makes them unique and the diverse world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant work to ensure that their home is clean, safe and well maintained, to ensure children can play and explore safely. They undertake regular checks of all areas and use equipment, such as safety gates and barriers, to restrict young children's access to high risk areas. The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child. They attend regular training to keep their child protection knowledge updated and to help them keep children safe and well, such as safeguarding related courses and paediatric first-aid training.

What does the setting need to do to improve?

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

- give children more time to think, answer and respond to questions, developing their language and conversation skills even further
- enhance the opportunities for children to share information about their own cultures, extending their understanding of what makes them unique and the diverse world in which they live.

Setting details

Unique reference number	106869
Local authority	Bristol City of
Inspection number	10061810
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 8
Total number of places	18
Number of children on roll	17
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 1988. Her two daughters are registered to work as assistants. She lives in Headley Park, Bristol. The childminder operates from 7am until 6pm Monday to Thursday, except bank holidays and family holidays. One assistant holds an appropriate qualification at level 3. The childminder provides funded early education for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in messages.
- A range of documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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