

Childminder report

Inspection date: 12 October 2021

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed and nurturing environment for the children and carefully considers their needs. Children build very beneficial relationships with him, his partner, who works as his assistant, and the rest of his family. They develop a strong sense of belonging and new children settle very quickly. Children's confidence grows excellently alongside the very attentive, gentle guidance and responsive support they receive. They learn to understand and manage their emotions, share and take turns. The childminder and his assistant have kept in touch with families during the COVID-19 (coronavirus) pandemic. Online video calls helped them to maintain relationships with the children and they provided enjoyable activities, including music and singing sessions.

Children's communication develops very effectively. Older children confidently take turns in conversation. They communicate their needs and ideas very well, such as their preferred fillings for sandwiches. Mealtimes are social occasions. Children enjoy chatting with the childminder's assistant. She takes the time to develop their language skills, for example by naming items and asking questions. Younger children learn colours and the names of fruit. Older children make sure that there are enough plates and talk about the shapes of the fruit as they share it out. Children eagerly and attentively listen to stories. They answer questions and show their knowledge and understanding.

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

- The childminder shows dedication to his provision. He reflects on his practice and works closely with his assistant to drive improvements. They have focused closely on developing their skills. The childminder's assistant has completed a qualification since the last inspection. They have also both obtained a forest school leader qualification at level 3, to progress their forest school childminding provision. They have developed an inspirational area at their extensive allotment garden, which is a short walk away from their home.
- Children have superb opportunities to learn about nature and develop their physical skills. They excitedly explore the dens at the allotment garden, climb and use the swing. They pick fruit and relish the taste of fresh raspberries. They excitedly talk about the animals that share their allotment home, such as foxes and badgers. Younger children relish the sound of wind chimes, the feel of the bark pieces and the crunchy leaves. Older children's experimentation soars as they create mud cakes and choose leaves to decorate them. Parents' comments sum all of this up aptly. For example, they say, 'The skills that children learn will last a lifetime.' Children show interest, enthusiasm and deep respect for the natural world.
- Children make good and, in some respects, very good progress. The childminder

and his assistant observe children to assess their learning and build on their existing skills. They accurately outline gaps in children's development and make plans to close these. However, during some adult-led activities, the childminder does not fully implement his plans or make the most of available learning opportunities. This means that children are not always as involved or engaged in all activities and their learning does not develop as much as it could.

- The childminder and his assistant encourage children to be independent. They offer ideas, techniques and praise as children do things for themselves, which very effectively builds their confidence and willingness to have a go. Children persevere excellently to chop banana and snap pecans, to prepare their snack. They conscientiously take up their plate and cup when they have finished eating. They knowledgeably put toys into the correct baskets when tidying up and get their coats and shoes on to go outside. Children develop the key skills and attitudes that give them a good start for their future.
- Partnerships with parents are very strong and beneficial. The childminder has flexibly developed his arrangements for liaising with parents as guidelines relating to the COVID-19 pandemic have eased. Parents are again coming into the childminder's home when dropping off and collecting their children. This offers parents a more relaxed and extended time to settle their children and observe how they play. There is more time for the childminder to build relationships with parents and share information, to help support a collaborative approach for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder assesses risks at his home and allotment garden carefully. He skilfully teaches children safe practices. Children show exceptional understanding. They learn not to approach dogs when out in the community. They wash their hands ready for lunch at the allotment garden and hold them in the air to ensure that they do not get dirty again. Children carefully negotiate steps and different levels, recognising and managing the risks they encounter excellently. The childminder and his assistant have an in-depth understanding of how to identify and refer any concerns about children's welfare. They regularly update their safeguarding knowledge through a wide range of appropriate training.

What does the setting need to do to improve?

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

- implement adult-led activities more thoroughly and make the most of the planned learning opportunities.

Setting details

Unique reference number	EY460993
Local authority	Bristol City of
Inspection number	10125778
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	0 to 5
Total number of places	12
Number of children on roll	11
Date of previous inspection	21 January 2014

Information about this early years setting

The childminder registered in 2013 and lives in Greenbank, Bristol. He operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and his assistant has early years teacher status. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection the childminder received 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 setting.
- The inspector viewed the areas used for childminding and discussed with the childminder how he implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together. The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- The inspector took account of parents' written views by reading their comments in email messages.
- Relevant documentation was reviewed by the inspector, including evidence of suitability checks and paediatric first-aid qualifications, and the childminder discussed his 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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