

Childminder report

Inspection date: 8 December 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

Children settle quickly and they form strong attachments with the childminder. The childminder knows children well and implements a range of effective settling-in procedures to help her get to know children and their families. Many of the children have been with the childminder since they were very young. They feel safe and secure in her care and she creates a nurturing 'home-from-home' environment for them. The childminder attends to children's needs well. She mirrors routines from home, which gives children a sense of familiarity and helps them feel content in her care.

Children make good progress in all aspects of their learning and development. The childminder is skilled at building upon what she knows children can already do. Children independently choose from a wide range of toys and resources which are organised in a way that allows children of all ages to access them. The childminder knows what she wants each child to learn and personalises her teaching to help them achieve their next steps in learning. The childminder is a good role model for children, and creates calm and respectful environments for them. She promotes positive behaviour, and this helps children get on well together and show respect for one another and the environments.

The childminder has adapted her practice during the COVID-19 pandemic in line with government guidance. For example, she ran online singing and story sessions for children and their families to help maintain communication at periods when children were isolating and could not attend.

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

- Children's language and communication development is supported well. The childminder gives commentary to children's play, helping them learn new vocabulary, and models clearly how to say words correctly. She engages in stories and singing with children. Children show excitement when dancing and singing along to their favourite songs. The childminder responds to young children's babble and listens intently to children. This encourages them to talk and helps them become confident communicators.
- Parents are complimentary about the care their children receive. Many families have used the childminder's service for several years, which helps them to build good relationships with her. The childminder and parents work together to ensure children's needs are met. This gives children a good continuity of care and learning between their own home and the childminder's home.
- The childminder exchanges information with staff in other early years settings children attend, about how children are that day, and any messages are passed between them from parents. This supports children's emotional well-being and

helps keep them safe. However, the childminder's systems for partnership working with other early years settings children attend are not always fully effective in ensuring information about children's learning is shared.

- The childminder provides a wide range of experiences for children outside of the home. This allows them to learn about the world around them. For example, children become inquisitive and ask questions about what they see when they are out and about, and the childminder has discussions with them to help them learn about similarities and differences between people.
- Children benefit from a good range of outdoor learning opportunities. For example, they regularly visit the childminder's allotment where they grow vegetables and learn about where food comes from, as well as learning about living things and habitats when pond dipping.
- The childminder encourages children to be curious and resources are used well to spark children's curiosity and enjoyment in play. For example, musical instruments are stored inside interesting baskets that stimulate children and capture their attention well.
- The childminder plans activities to support children's mathematical development. She incorporates mathematics well into art activities, for example by teaching children about colour as they mark make with crayons and paint dabbers. The childminder takes opportunities in everyday routines to enhance children's mathematical skills, for example by weighing out ingredients when cooking.
- The childminder is reflective and regularly reviews her practice. She also considers feedback from children and parents to support her in identifying any areas she may need to develop. The childminder keeps up to date with all mandatory training and attends a wide range of other training that helps her to continually raise her already good teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends a range of child protection and safeguarding training and maintains up-to-date policies and procedures. This helps to ensure that she knows how to respond to and manage any concerns she may have about children in her care. The childminder is proactive in identifying training that will help her in her role to keep children safe. She risk assesses effectively to ensure that her home is safe and suitable for children, and that children are taught how to keep themselves safe through activities that take place outside of the home.

What does the setting need to do to improve?

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

- improve partnership working with other early years settings that children attend, to promote complementary learning experiences for individual children.

Setting details

Unique reference number	159253
Local authority	Bristol City of
Inspection number	10061819
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	6
Number of children on roll	4
Date of previous inspection	3 February 2016

Information about this early years setting

The childminder registered in 2001. She lives in the Horfield area of Bristol. The childminder operates from 7.30am until 6pm, Monday to Wednesday. She also offers wraparound care for children before and after school. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 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 held discussions with the childminder at appropriate times during the inspection, including discussing the childminder's self-evaluation.
- The inspector looked at relevant documentation, including checking the suitability of the childminder and other household members.
- The inspector completed a learning walk with the childminder across all areas of the home used for childminding, to understand the provision and how the curriculum is organised.
- The inspector completed a joint observation with the childminder.
- The inspector took account of the views of the childminder and children spoken to on the day of the inspection. She also looked at the views of parents, through sampling documentation.

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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