

Childminder report

Inspection date: 25 January 2022

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

The provision is good

Children have very close trusting bonds with the childminder and her daughter, who works as her assistant. Older children form lovely friendships, play cooperatively together and are thoughtful and considerate of the younger children. Children behave very well. Both the childminder and her assistant are very calm and patient, and offer timely support to ensure children play safely. The childminder takes the time to clearly explain things to children, such as what they are planning to do next. This helps their understanding and they cooperatively prepare to move from their current activities on to other things, such as mealtimes or outside play. Children make good progress. They show curiosity, motivation to learn and positive attitudes to developing their skills.

The childminder ensures that she keeps children safe. She has developed her procedures during the COVID-19 pandemic, such as changing parents' drop-off and pick-up arrangements to help minimise contact and infection. She kept in touch with families and children not attending during the pandemic, to maintain their good relationships. The childminder has carefully planned the trips she undertakes with children since starting back, visiting outdoor venues and less busy play-based groups.

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

- The childminder shows dedication to her provision. She thinks about what she provides for children and how she can improve this further. The childminder links with local childminders to gain good practice ideas so she can continue to develop her practice. She offers good supervision and support to her assistant. They work well together, and both undertake a range of training to maintain and extend their knowledge and skills further.
- Older children chat happily with the childminder. They are confident to ask questions and talk about things that interest them. Children are interested in books and listen intently as the childminder or her assistant reads them a story. Children add in appropriate responses and share their knowledge confidently, taking turns in conversation. Their communication and language develop well.
- The childminder is knowledgeable about what the children know and can do. She uses her observations and assessments of children to plan an effective curriculum which incorporates each child's next steps in learning. However, occasionally, younger children are not successfully challenged during activities. At times, the childminder and her assistant do not adapt activities to match children's differing interests and needs. This means that sometimes children's exploration and learning do not develop as much as possible.
- Older children are well prepared for their move on to school, including those in receipt of extra funding. The childminder uses interesting activities to help

support their skills. Children develop their mathematics skills as they match and count pairs of mittens. They explore weight and measure, recognising and naming numbers. Children make marks and start to form letters of their names. They develop their sense of responsibility well. For example, children peel and cut fruit at snack time, help clean up after activities and thoughtfully set the table at mealtimes.

- Children develop their strength and coordination well. They enjoy being active in the childminder's garden. Older children climb and jump off equipment, and younger children use ride-on toys and push themselves around effectively. Children experiment with a wide range of interesting resources and find different ways to develop and express their ideas. They investigate the different properties of dry and wet sand and build structures with blocks. They enjoy moulding dough, and older children work carefully as they create items such as snowmen. They add recognisable features and detail, and are very proud of their creations.
- The childminder has good relationships with parents. She keeps them informed about all aspects of her practice. They discuss children's achievements and interests, and the childminder provides parents with comprehensive details of what children have been learning. The childminder has shared some information with providers of other settings children attend when children first start with them. However, she has not built a two-way flow of information about children's care and learning needs, to inform future planning and to provide a consistent approach for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are familiar with the procedures to follow if they have concerns about a child. They have both attended a range of training, such as child protection, first aid and food safety. This ensures they have suitable knowledge to lead their practice and help them keep children safe and well. They both carry out thorough risk assessments of their home and garden, and when taking children on outings. They are vigilant as children explore, and give them prompt reminders on safe practices to ensure children stay safe as they play.

What does the setting need to do to improve?

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

- review and adapt activities to support younger children's needs even more closely, developing their skills to the highest level
- develop the sharing of information about children's care and learning with other settings that children attend, to strengthen the consistency in the support children receive.

Setting details

Unique reference number	136182
Local authority	Bristol City of
Inspection number	10125430
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 August 2015

Information about this early years setting

The childminder registered in 1998 and lives in Horfield, Bristol. She regularly works with an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Wednesday, and 8am to 5pm on Thursday. She 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 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 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 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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