

# Childminder report

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Inspection date: 6 July 2022

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

### The provision is good

The childminder places strong emphasis on children's personal, social and emotional development. She undertakes training to develop her knowledge and help her support children's mental health. The childminder is attentive and caring and treats children with kindness and respect. She clearly explains things to children to help their understanding. Children learn to respect and appreciate others' needs. They learn to share the play spaces and toys and enjoy being with other children. Children have formed close strong bonds with the childminder and enjoy their time at her provision. Parents are complimentary about the positive relationships their children are building. They say that the whole of the childminder's family interacts in a lovely way with the children.

The childminder has a considerable amount of experience. She knows how children learn and develop. She uses her detailed observations of children to outline what they need to learn next. The childminder focuses her planned activities and support on children's learning needs and interests. Children's skills progress well. They take on challenges and do things for themselves. They persevere well with the childminder's encouragement. For example, children build small structures with a range of blocks and construction items, testing out their ideas, and keep trying even when items fall or collapse.

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

- The childminder takes children out into the local community to develop their understanding of the world and build their confidence in new situations. Children visit indoor play areas and groups to mix with other children and develop their social skills. They enjoy visits to nearby parks to build their physical strength and coordination on the equipment. They go to interesting venues in the city with the childminder, such as the city farm and zoo, which link to their interest in animals.
- The childminder offers children a good range of activities to improve their dexterity and coordination. Children cut up their fruit at snack time. They enjoy painting with water in the garden. They use pens to make marks and persevere to put pen lids back on when they have finished. Some older children work carefully to make marks within lines and to create patterns. However, some of the children are not as inspired by the creative activities provided, particularly the boys. Although they try out their skills, with the childminder's well-placed encouragement, their creative exploration and learning still do not develop as much as they could.
- Relationships with parents are good. The childminder links closely with other settings children attend, ensuring they all work together to provide a consistent approach for children. She works with parents to promptly seek support for

children from outside professionals, such as speech therapists, and help close gaps in children's learning. Parents say that their children's time with the childminder has played a massive part in their personal development.

- Children are taught how to keep themselves healthy and learn the importance of taking care of their bodies. The childminder provides them with a healthy diet. Children conscientiously count to 20 as they wash their hands, to ensure they wash them for a suitable amount of time. They have fun cleaning a toy dinosaur's teeth and show good knowledge of healthy practices as they proudly talk about their toothbrushes and routines at home.
- The childminder supports children's communication effectively. She gives quieter children time to speak, valuing what they have to say and building their confidence. Older children communicate well. The childminder asks them probing questions to encourage them to talk and share their knowledge. They chat confidently with the childminder and take turns in conversation well.
- The childminder thinks about what she provides for children and how she can improve this further. She links closely with other childminders and her local authority adviser to gather good practice ideas. She has changed her practice, pulling back from the in-depth paperwork and recording of children's learning she previously undertook, in line with requirements. However, the childminder has not fully thought through the effectiveness of these processes. This has resulted in a reduction in the information that she is sharing with parents about children's overall development.

## Safeguarding

The arrangements for safeguarding are effective.

Children's well-being is at the forefront of the childminder's mind. She knows what to do and who to contact if she has concerns about a child's welfare. She renews her child protection training to keep her knowledge and procedures updated. She is vigilant to any indications that children and families may need further support and she is ready to act quickly to obtain this. The childminder provides well-maintained and well-organised areas in her home so children can play and explore safely. She implements arrangements to help maintain children's safety when out of her home, including supporting their road safety awareness.

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

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

- inspire children's creativity further, engaging all children and developing their skills and confidence as much as possible
- enhance the information shared with parents about all aspects of children's development.

## Setting details

<b>Unique reference number</b>	EY244554
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10231728
<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 at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Bristol. She operates all year round from 8am to 4pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged two and three years.

## Information about this inspection

### Inspector

Rachel Howell

### 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 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.
- Parents shared their views on the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications. 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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