

# Childminder report

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Inspection date: 12 January 2023

<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 is kind, friendly and very patient with the children. They build strong relationships with her. Parents say that the children are always excited to go to the childminder's house. Children confidently select resources or ask the childminder for things they want. They learn to respect and appreciate other's needs. They begin to enjoy the company of other children, as they play alongside them, during social mealtimes and in activities sharing toys and resources. The childminder thoughtfully supports children's care needs, making sure they are comfortable and happy.

The childminder thinks through the activities she offers children, linking these to their learning needs. They listen eagerly as the childminder reads them one of their favourite stories. Their attention captivated well by the associated props and toy animals the childminder provides. They relish song time, following actions and knowledgeably joining in with their favourite songs. Children build their sense of responsibility and independence skills well. They concentrate to cut up their fruit at snack time. They conscientiously sweep up dried pasta from an activity and place items, such as their jackets and pictures in their box to take home. They gain confidence in their abilities. They take on challenges and persevere with the childminder's encouragement. Their skills progress well.

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

- The childminder has worked to evolve and enhance her planning processes. She has undertaken training and then adapted and amalgamated new formats into her existing arrangements. She focuses closely on assessing what each child can do and what they need to learn next, ensuring she outlines any gaps in children's development. She makes plans to support these, and children make good progress.
- The childminder thinks about what she can provide for children and sets out her home with stimulating areas and activities. Young children relish the freedom to explore and investigate different toys and activities independently. They develop their coordination well. They enjoy navigating the childminder's ground floor on their little trikes, carefully negotiating each other and the furniture.
- The childminder supports children's language and thinking effectively. She models new words to develop children's vocabulary. She asks children questions as they play, to help them build their speech and conversation skills. Young children name animals, colours, and count with increasing confidence. Overall, children that speak more than one language develop their communication well. However, the childminder does not consistently work with all parents to link to their home languages and help develop young children's understanding and emerging speech as much as possible.

- The childminder has good relationships with parents. She shares comprehensive information with them about all aspects of children's care and development. Parents are appreciative of this. They say that they get regular updates on the online application that the childminder uses and also emails. Parents comment that the childminder always takes time to speak with them at the beginning and end of the day. The childminder works with parents, supporting children's learning at home. She ensures there is a beneficial collaborative approach to the support children receive.
- Children develop their strength and dexterity well. They scoop and pour items and enjoy exploring sticky plastic, attaching items such as coloured paper and cotton wool balls. They concentrate and carefully unravel the cotton wool fascinated to find a different shape. Children enjoy making marks with crayons and magnetic boards. However, at times, the childminder does not flexibly adapt her activities to inspire children's creativity and ensure she makes the most of opportunities for them to follow and test out their ideas.
- The childminder links with local childminders and the regional childminding adviser to keep abreast of changes to legislation and gain good practice ideas. She undertakes training and implements her new knowledge to enhance children's experiences, such as to lead interesting nature-based activities in local woodlands. The childminder thinks about what she provides for children and gains the views of parents to help her identify further areas for improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what action to take if she has concerns about a child in her care. Furthermore, she regularly undertakes child protection training to help refresh her knowledge. The childminder ensures her home is clean and well maintained and children are supervised closely. She uses gates to limit children's access to higher risk areas, such as the stairs to her basement so children can independently explore and play safely. She has clear procedures to promote children's safety when out of her home, such as on walks in the local area and when taking them out in her car.

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

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

- extend the support for young children's understanding and emerging speech even further, particularly those that speak more than one language
- adapt adult-led activities more carefully to inspire all children and develop their creative ideas and exploration as much as possible.

## Setting details

<b>Unique reference number</b>	EY473792
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10236318
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	23 February 2017

## Information about this early years setting

The childminder registered in 2014 and lives in Redland, Bristol. She operates 8am to 5.30pm, Monday to Thursday, all year round.

## 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.
- Parents shared their views of the childminder's provision with the inspector.
- The childminder discussed her procedures for safeguarding the children. Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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