

# Childminder report

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Inspection date: 11 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**

Children thrive in this nurturing home-from-home setting. The childminder provides a warm and welcoming atmosphere for children, and they make strong attachments with her. Children show they are happy, safe, and secure by singing to themselves as they play.

Children behave exceptionally well. They share and cooperate as they play in the role-play area and wait patiently for their turn. The childminder uses positive language to remind children of the routines and boundaries. This supports their understanding of expected behaviours.

Children show positive attitudes to their learning. They show high levels of concentration and engagement during adult-led and self-chosen activities. For example, children focus on their drawing and listen attentively to the childminder when she enthusiastically reads to them. Children excitedly shout 'we're popping bubbles' when the childminder uses a bubble wand at song time.

Children develop good language and communication skills. Younger children babble and make animal sounds during song time, and older children confidently use language to express themselves. For example, older children talk about what colour pens they are using as they make marks, saying: 'I'm using pink. Pink is my favourite. I don't like grey pens'.

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

- The childminder uses rich vocabulary with children and supports their communication and language skills throughout the day. She engages children in meaningful conversations, models new vocabulary, repeats words clearly and phonetically sounds out difficult words. This helps younger children to form their language correctly, and supports older children to effectively communicate their ideas and needs.
- The childminder encourages children to be independent. For example, children wipe their own hands and faces before and after lunch. However, the childminder sometimes misses opportunities to develop children's independence skills even further for, example at mealtimes.
- The childminder is very reflective of her practice. She regularly undertakes training to improve her already good teaching. The childminder has established strong links with other childminders and understands the importance of working closely with other professionals. She uses knowledge and advice from other professionals to plan meaningful activities for all children. This helps all children, including those with special educational needs and/or disabilities to make timely progress in their learning.

- Feedback from parents is positive. Parents comment on how the childminder successfully adapts her activities to meet the needs and interests of children. They appreciate the variety of trips and outings the childminder offers, and are happy with the care and education the childminder provides.
- The childminder promotes children's physical and social development by taking children to local childminding groups, going on walks and visiting the library and the marina. This helps broaden children's experiences and supports their understanding of the world around them.
- The childminder provides a range of opportunities for all children to develop their early literacy skills. Children have access to a wide range of books and the childminder uses props, such as puppets, to engage children at story time. Children demonstrate a love of books. They take books to the childminder, sit on her lap and ask her to read to them.
- The childminder uses her knowledge of child development and children's interests to plan motivating learning experiences across all seven areas of the curriculum. She regularly monitors children's progress and swiftly acts if she identifies any gaps in their learning.
- The childminder provides nutritious and balanced meals and snacks. She uses the equipment in her garden and daily walks to encourage the children to be physically active. However, the children are not supported to learn about the benefits of a healthy diet, or about adopting excellent dental hygiene practices to further develop their understanding of keeping themselves healthy.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular safeguarding training and has a robust knowledge to ensure the safety of the children in her care. She recognises the signs and symptoms of neglect and abuse and knows what to do if there is a concern about a child. She has a clear understanding of keeping accurate records, making timely referrals, and working with other agencies, to ensure that children get the help they require. The childminder plans thoroughly to keep children safe when she takes them out on walks and trips, and knows what to do in the event of an accident. She knows what action to take if an allegation is made against her.

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

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

- maximise opportunities to develop children's independence skills even further
- provide more activities to raise children's awareness of the benefits of a healthy diet, and about adopting good dental hygiene practices to further develop their understanding of keeping themselves healthy.

## Setting details

<b>Unique reference number</b>	EY408548
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10235402
<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>	0 to 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	24 February 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Henbury, Bristol. She works Tuesday to Friday, throughout the year. She opens on Tuesdays from 9am to 5pm, Wednesdays and Thursdays from 7.30am to 5pm and Fridays from 7am to 3.30pm. The childminder holds an early years qualification at level 2.

## Information about this inspection

### Inspector

Mikaela Jauncey

### 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 provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder talked to the inspector about her curriculum and what she wants children to learn.
- The inspector spoke to children.
- The inspector observed interactions between the childminder and children.
- The inspector carried out a joint observation of a story and song-time activity with the childminder.
- Parents left written feedback and comments for the inspector to read.

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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