

# Childminder report

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Inspection date: 16 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 are happy, emotionally secure, behave well and have kind relationships. Older children are thoughtful to the younger ones. The childminder provides a safe, calm environment, with appropriate boundaries. She is a good role model for learning, explaining how she too finds some things difficult. Therefore, children are willing to have a go at new skills and keep on trying to achieve. For example, they follow instructions, laugh and have fun as they all try different yoga positions. The childminder engages children successfully in focusing and concentrating on stories. For example, she provides resources for them to hold. She pauses for them to interact and responds well to their questions and comments. The childminder ensures that the environment is inclusive. She makes sure that children who speak English as an additional language take an active role and develop their speaking skills.

Parents comment positively on the childminder's practice. They say how well the childminder supported them throughout the COVID-19 pandemic. Parents appreciate how successfully the childminder helped to settle their children when they first started with her. They confirm how much progress their children have made in their language and social skills.

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

- The childminder has a very good knowledge of each child, their starting points and interests. Through careful monitoring, she identifies what children need to learn next. The childminder organises her environment successfully to enable children to make choices and lead their learning. She implements her intention to invite children to play very well, so children have a wide variety of experiences. Children are inquisitive and eager to take part in activities.
- The childminder focuses appropriately on supporting children's prime areas of development. For example, children learn to play together and enjoy physical activities, such as yoga, to develop their control and coordination. They eagerly want to know what is inside the bag, as they select resources that help them to make links to songs. This supports their language skills well. However, the childminder does not always help older children to understand about taking turns when speaking and listening to others.
- Children are eager to explore new resources. For example, they press switches to find out how to operate a light box. The childminder helps them to recognise shapes and discover they can see through them but not the mirror, and to describe what they can see. However, when she asks children to make predictions, such as how many they can stack, they do not always have enough time to use trial and error to find out if they are correct.
- The childminder provides good support for children to become independent. For

example, she works successfully with parents to support children's potty training. Children are proud of their achievements as they manage their clothes and wash their hands. The childminder supports parents successfully in providing children with healthy diets. Through play and routines, children learn the importance of staying healthy, such as drinking water and looking after their teeth.

- Children are confident in the childminder's home and develop a positive awareness of their own uniqueness as well as each other's differences. They develop a can-do attitude and enjoy their learning. Children are beginning to manage their own emotions and develop a good awareness of right and wrong.
- Partnerships with parents and others are a strength of the setting. The childminder works closely with staff at the pre-school children attend, to plan consistently for children's learning and care. For example, they discuss the required progress checks for children aged between two and three years. The childminder understands the importance of effective relationships with parents and has open and honest conversations to protect and promote children's welfare and development.
- The childminder evaluates her practice effectively, and she actively seeks parents' opinions on what improvements she can make. She attends training for her professional development. For example, she has learned sign language and uses it well to develop children's understanding and speaking skills, especially for those who speak English as an additional language. The childminder has developed the use of forest school activities and outdoor learning to help children grow in confidence and have new experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of keeping children safe. She works closely with outside agencies to ensure that vulnerable children receive early help. The childminder has a good understanding of the indicators that a child may be at risk of harm, including wider aspects of child protection. She knows the procedures to follow and who to contact to pass on any concerns. The childminder assesses risks effectively to ensure that children are safe, while also challenging their physical development. She encourages older children to assess their own risks, using outings and forest school activities to support their understanding further.

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

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

- help children to listen to others and understand about taking turns to speak, to develop their communication skills even further
- give children enough time to make predictions and test their ideas through trial

and error.

## Setting details

<b>Unique reference number</b>	EY412883
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10235431
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	27 February 2017

## Information about this early years setting

The childminder registered in 2010 and lives in Avonmouth, Bristol. She operates all year round from 8am to 5pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She provides placement care through Bristol Enhanced Provision funding, for children under two years old.

## Information about this inspection

### Inspector

Elaine Douglas

### 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 childminder and the inspector discussed how the childminder organises her provision and plans her curriculum.
- The inspector observed the quality of education being provided indoors and assessed the impact on children's development.
- The childminder and the inspector carried out a joint observation of a group activity and discussed the quality of teaching and learning.
- The inspector spoke to the childminder, observed care practices and assessed safeguarding at convenient times during the inspection.
- The inspector spoke with children and read parents' written feedback. The inspector took account of their views.

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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