

Childminder report

Inspection date: 31 January 2023

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

The provision is good

Young children's listening and attention are very good. Young children show good understanding for their age, eagerly responding to the childminder's questions and clear instructions. They love to snuggle in with the childminder to listen to a story. They wait for her well-placed questions and point to the correct items, such as animals. Children enjoy song time and knowledgeably join in with actions and some of the well-known phrases. The childminder is experienced and knows how children learn. She focuses on what babies and children need to learn next and ensures they make good progress. Parents comment that she is clearly teaching their children a lot as they are coming home with so many new skills.

The childminder is caring and affectionate with the children. They develop close bonds with her. They thrive in the relaxed and nurturing environment and their confidence grows very successfully. Babies are reassured and comforted with a cuddle if they become upset. The childminder is attentive to children's individual needs, closely supporting them and ensuring that children are happy and comfortable in her care. Young children begin to understand the needs of others. They start to show thoughtful behaviour towards their little friends, finding toys to share with them and taking turns with the childminder's support.

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

- The childminder's good teaching and effective modelling develop children's emerging speech very well. She responds to babies as they point and babble excitedly, communicating to her about things they want. She provides skilful support for young children's speech, consistently and sensitively offering them clear words and repeated phrases. They eagerly copy these and then use them independently.
- The childminder shows dedication to the children and families in her care. She has memberships with professional organisations and undertakes training to keep her knowledge up to date. She links with other childminders and local childminding advisers to gather good practice ideas and to continue to develop her provision.
- The childminder observes children as they play to see what they can do and assess what they need to learn next. She thinks through the support and resources she offers children, linking these to their age and interests and motivating them well. However, the childminder does not extend children's creative exploration fully, particularly to help young children investigate and experiment with a range of materials.
- The childminder helps children to lead healthy lifestyles. She encourages them to drink water and have nutritious fruit snacks. She takes them on outings daily, to local parks and play centres, encouraging them to be active in the fresh air.

She helps build babies' physical skills, patiently supporting their strength and walking.

- When children first start, the childminder gathers lots of information from parents relating to children's care routines and their current development. She ensures there is an ongoing two-way flow of information with parents. She keeps them well informed, through regular in-depth daily chats. They work together to provide children with consistent support between home and the childminder's provision.
- Babies and young children are confident in the childminder's home. They persevere well with age-appropriate challenges, with the childminder's encouragement. They independently select items. Young children help the childminder look for and find things, such as the shakers for their singing session or the babies' favourite 'rainbow ball'. However, the childminder does not consistently encourage them to carry out other tasks, for example to help put away the toys or learn to clean their hands themselves. This means that children's sense of responsibility and self-care skills do not develop as much as possible.
- The childminder focuses on building children's confidence in new situations and their understanding of the world. She takes children out daily, exploring the local and wider community. They visit the neighbourhood library, the city farm and museums. The childminder attends play-based groups with the children. This enables them to meet children of a similar age and develop their social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge of child protection. She understands what to do if she has concerns about a child's safety, and she knows how to deal with any allegations against herself. She refreshes her knowledge of safeguarding through regular training and uses this information to review and update her procedures. The childminder has attended first-aid training and carries out risk assessments to identify and remove any potential hazards for children. She supervises children well. She is vigilant as babies crawl about and explore independently. As children move and run around, she teaches them to be mindful of the babies' safety.

What does the setting need to do to improve?

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

- expand babies' and young children's creative exploration across a wide range of materials and broaden their skills further
- make the most of opportunities for children to do things for themselves and extend their independence and sense of responsibility.

Setting details

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| Unique reference number | EY378368 |
| Local authority | Bristol City of |
| Inspection number | 10264363 |
| 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 | 0 to 2 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Date of previous inspection | 13 June 2017 |

Information about this early years setting

The childminder registered in 2008 and lives in Bishopston, Bristol. She operates 8am to 4.45pm, Monday to Wednesday, during school term times only.

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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