

# Childminder report

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Inspection date: 28 February 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 relish in the positive story times provided by the childminder. There is a wide range of books easily accessible to the children, including stories that focus on people's differences to embed respect and the acceptance of others. The children enjoy sitting with the childminder to embrace the stories they select for themselves, developing strong engagements and rich conversations with their childminder and peers. The childminder provides engaging and effective story times to encourage children to have open discussions, point to pictures and discuss what is happening in the story. They follow instructions from the childminder and solve challenging problems.

Children enjoy the ample garden space, which expands their physical development. The children enjoy exploring various areas of the garden, such as the sand tray. Children use their imagination to create drinks for their friends by scooping and pouring sand from one bucket to the next to make apple juice, developing hand-to-eye coordination and creativity.

The childminder provides ample opportunities for children to experience the local community. She takes the children to a local playgroup every morning for the children to interact with other children and develop their social skills. The childminder progresses children's understanding of the world around them with visits to local areas around the city, including shops and parks. This promotes open discussion about the people they see and helps children to reflect on their own identities.

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

- The childminder promotes an environment where children are free to explore through their own interests. This develops positive learning experiences for all children, as well as independence, self-worth and a sense of belonging. The childminder identifies detailed information about each child in her care, such as their home life and their individual needs. She focuses activities around those recognised interests to motivate learning for all children. However, the childminder carries out limited assessments to reflect on children's progress and where focus is needed next. This restricts opportunities for the childminder to identify gaps in children's development outside of their interests, to ensure children make the best possible progress.
- The childminder introduces challenge into activities the children enjoy to extend their learning further. For example, during a threading activity, older children effortlessly thread beads onto string. The childminder quickly adapted the activity to create complexity and promote deeper thought for children to develop their abilities. This builds resilience for children to overcome obstacles and

prepare for future challenges. The childminder is patient and praises the children as they explore new experiences. She revisits activities to ensure the children are retaining their new knowledge and skills.

- Children demonstrate a caring nature towards each other. They have positive interactions as they create meaningful conversations about their family. The childminder encourages children to make positive relationships by supporting their conversations with praise and modelling clear language back to the children.
- The childminder adapted well to the COVID-19 pandemic. As a result of this, she used this time to reflect on her practice and made positive changes to the setting. As children returned to the setting, the childminder acknowledged that children had experienced limited social encounters during the pandemic, and in response to this she set up a childminding group with other local childminders. This supported children to progress in their social skills and language development.
- Parents have a great deal of respect and appreciation for the childminder. They are confident to leave their child in her care. They recognise the wide range of activities that the childminder provides to contribute towards their child's learning. Parents have good communication with the childminder and appreciate the information she shares with them about their children's development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has up-to-date training and sound knowledge of how to safeguard children. She can identify possible signs that might suggest that a child is subject to abuse. She knows the procedures to follow if she has concerns for a child. The childminder understands how to respond to disclosures of abuse and how to reassure children appropriately. She knows who to report to in various concerning situations, including if an allegation was made against herself or if she witnessed unacceptable actions towards children from another childminder. The childminder carries out risk assessments to ensure children are safe while in her home environment.

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

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

- consider ways to effectively reflect on children's progress to identify any gaps in their development and produce next steps to support future learning.

## Setting details

<b>Unique reference number</b>	136415
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10263662
<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>	4
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	9 May 2017

## Information about this early years setting

The childminder registered in 1996. She lives in the Downend, Bristol. She operates between 7.30am and 6pm, and offers childcare all year round. The childminder holds a relevant qualification at level 5.

## Information about this inspection

**Inspector**  
Michelle Oram

## 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 childminder explained to the inspector how she organises the curriculum as part of the learning walk.
- The inspector and childminder carried out a joint observation to reflect on the developmental impacts activities provide.
- The inspector observed and spoke with the children regularly throughout the inspection.
- The inspector observed the childminder's interactions with the children.
- Parents provided written feedback for the purpose of the inspection explaining their views of the setting.
- The childminder provided the inspector with relevant documents to ensure her suitability to work with 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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