

Childminder report

Inspection date: 3 May 2023

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

Children are happy, safe and secure in the childminder's nurturing and welcoming home. They arrive happily and separate from their parents willingly. The childminder greets them warmly, and they respond with a smile as they reach out to her outstretched arms. The childminder has clear intentions of what she wants children to learn. Children are keen to play with the resources available to them, which they can access independently. The childminder supports children to practise their manipulation skills as she shows them how to snap pieces of pasta to fit into different sizes of cups and bowls. As they play, children learn mathematical language, such as full, empty and pour, and they begin to be aware of the colours of the pasta shapes.

Children are content to sit with their friends and the childminder at snack and thoroughly enjoy the range of fruits, crackers and water offered to them. They behave well and learn to share. They receive lots of praise and encouragement from the childminder. This helps them to feel valued and promotes their self-esteem. Children enjoy making shakers using plastic containers and a variety of objects. The childminder skilfully uses the shakers to help children develop good physical development. This is illustrated when she encourages them to create large and small arm movements as they play with the shakers.

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

- The childminder monitors children's development and understands how to sequence children's learning. For example, she positions resources to encourage children who are learning to stand to pull themselves up to access the activity.
- The childminder is committed to the care of the children she looks after. For instance, the information collected from parents when children start enables her to respond effectively to signs that children are hungry or tired.
- The childminder supports children's speech and language development well. She uses the correct pronunciation of words and skilfully introduces new vocabulary. For instance, she introduces the words 'twirls', 'snap' and 'knobbly' as they play with the pasta.
- The childminder regularly reflects on her knowledge and practice and considers further training to support her professional development and skills. This is evident when she identifies that her small garden restricts learning opportunities for children and has booked onto an outdoor learning training course that will help her make better use of this area.
- The childminder supports children to develop good social skills through a range of opportunities, including visits and outings. She takes them on regular trips to parks, museums, playgroups and zoos, where they can meet a range of adults and friends. This helps children to develop a wider understanding of their

community.

- Children begin to develop good independence skills from an early age. For example, the childminder supports them to wipe their noses and put used tissues in a bin.
- Parents are complimentary about the childminder. They report that she provides regular feedback to them about what their children are learning and offers ideas of what they can do at home to support their children's development.
- The childminder visits the children in their homes before they start with her. This helps her develop an early relationship with children and their parents. She gains an understanding of children's likes, dislikes and routines. However, the information gathered does not focus on what children know and can do. This would enable her to build on their previous knowledge and learning.
- The childminder has developed and maintained good partnerships with other professionals. She accepts support from the local authority and meets with other childminders to share good practice and develop new ideas.
- The childminder supports and guides children to follow some hygiene practices. For example, she helps young babies to access washing facilities before they sit at the table to eat their snack. However, she does not use every opportunity to improve their understanding of healthy food choices and hygiene practises.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She has completed detailed training to help her understand her responsibility to protect children's welfare. She understands the importance of recording and reporting any concerns swiftly and knows how to contact relevant agencies to seek advice or make referrals. The childminder supervises children well and regularly risk assesses her home, equipment and outdoor areas to help her reduce any accidents and identify any hazards.

What does the setting need to do to improve?

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

- increase the information gathered when children first start, to gain a good understanding of what they already know and can do
- enhance ways to support children to develop and extend their understanding of the benefits of healthy food choices and hygiene practices.

Setting details

Unique reference number	EY292195
Local authority	Bristol City of
Inspection number	10285746
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	1 to 1
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 October 2017

Information about this early years setting

The childminder registered in 2004 and lives in Bedminster, Bristol. The childminder holds an appropriate qualification at level 3. She offers childcare on Tuesday from 8am to 5pm and on Wednesday to Friday from 7.30am to 5pm, all year round.

Information about this inspection

Inspector

Lin Harvey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum is organised.
- The inspector held discussions with parents at appropriate times during the inspection.
- A joint observation was conducted by the inspector and the childminder.
- The inspector looked at a sample of the childminder's documents.
- A meeting was held between the inspector and the childminder.

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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