

# Childminder report

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Inspection date: 5 May 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are very happy in this comfortable, clean setting. They have a strong bond with the kind and enthusiastic childminder, who knows them very well. Children feel safe and secure and turn to the childminder for emotional support or when they need help.

The childminder provides stimulating and well-resourced activities to support her broad and highly ambitious curriculum, planning the environment based on children's interests and curiosities. For example, children have been learning about the life cycles of frogs and butterflies. They delight at looking at real tadpoles. They carefully handle some knitted frogs, which prompts them to sing a song. They talk about the changes from caterpillar to butterfly when finding props in a 'mystery' box. The childminder skilfully links these learning opportunities so that children's learning is consolidated.

Children show exemplary behaviour. They listen well to instructions and use the toys and resources with care. The childminder is an exceptional role model and has high expectations. Children learn from her example, for instance when they show respect and kindness to one another and politely say 'please' and 'thank you'. They learn independence skills as they wash their hands, help to clean the table, and wash and cut up their fruit at snack time by themselves.

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

- The quality of education is excellent. The childminder supports children's language development exceptionally well. For example, she includes new words and concepts when children are playing in a pretend café. She poses questions to solve problems, such as, 'How will you cut the apple so we can all have a piece?' She encourages children to follow an instruction, for example saying, 'Can you cut that sandwich in half please?' Her own enthusiastic involvement encourages children to develop their imaginative ideas and extend their thinking.
- Children eagerly play with the sand outside and speedily discover toy letters from their own names. This supports their early literacy skills. They excitedly fill up watering cans with the hose to pour water down tubes into a bowl. They experiment to see which tube the water will come from first, squealing with joy when this happens. They learn to use syringes to suck up and squeeze lemon juice onto a dinosaur 'swamp'. They laugh as they notice the bubbles as the mixture reacts with the juice. Children work carefully as they create new colours with paint. Children are constantly engaged and have very positive attitudes towards learning.
- The children benefit from a range of regular outings and interesting trips. For example, they go to a weekly toddler group to socialise with others. They visit

the park, where they manage their own risk on the climbing frame. They walk to a local woodland to see a stream and learn about the natural world. They go on the bus to see the historic ship 'SS Great Britain'. They make coronation crafts and take these in to share with the residents of the local nursing home and to decorate the church. These rich experiences add to the children's understanding of the local and wider community.

- Parents speak highly of the childminder, commenting that they find her trustworthy, flexible, approachable and supportive. They value the excellent everyday communication. They report how their children bring new learning home, for example when children read them a book about a caterpillar. They say that their children are very well prepared for the next stage in their learning, especially those children with special educational needs and/or disabilities.
- The childminder is highly organised and keeps meticulous records of children's progress to share with parents and other settings, including the local school. She is very mindful of the impact of the COVID-19 pandemic and continues to alleviate any lasting anxieties or developmental impacts on children and their families. The childminder constantly strives to improve her practice. She has recently introduced a 'focus wall' which enhances children's understanding of different people and places in the world.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder is knowledgeable about the signs and symptoms of child abuse and neglect. She is aware of other safeguarding concerns, such as grooming, radicalisation and the effects of domestic abuse. The childminder knows what to do in the event of a concern and who to contact if an allegation is made against her. She reviews her policies and procedures regularly to ensure these continue to underpin her practice. With the children, she regularly practises how to evacuate the house from the front or the back door, in the event of a fire or other emergency.

## Setting details

<b>Unique reference number</b>	EY417982
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10285931
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	24 October 2017

## Information about this early years setting

The childminder registered in 2010. She operates all year round, from 7.30am to 5.30pm Tuesday to Thursday, and from 9am to 3pm Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for children aged three and four years.

## Information about this inspection

### Inspector

Margaret Dobbs

### 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 childminder.
- The inspector observed the interactions between the childminder and the children and judged the quality of the education.
- The inspector discussed an activity with the childminder.
- The inspector took into account the views of parents through their written feedback.
- The inspector and the childminder discussed the organisation of the curriculum and aims.
- The inspector looked at relevant documentation.

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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