

Childminder report

Inspection date: 6 July 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 develop a close bond with the childminder and her husband, who works as her assistant. They are caring and attentive to children's needs, closely supporting them and ensuring that children are happy in their home. New children settle quickly in the relaxed and nurturing environment and their confidence grows. Young children are quickly reassured and comforted with a cuddle if they become upset.

The childminder and her assistant understand how children learn. They know children's needs well and focus their activities on what children need to learn next. Children make good progress. Young children relish playing on the childminder's deck, outside. They use ride-on toys and explore making marks with chalks. They explore balls with fascination, carefully throwing and bouncing them then excitedly toddling after them to repeat the action. Older babies eagerly toddle about and perfect their walking skills very effectively. The childminder's assistant is close by to offer support and a steadying hand as the babies negotiate doorways and other obstacles. The childminder and her assistant take children out to local parks to develop their skills on other equipment and explore large open spaces. They also take them to the local library, developing their confidence in different surroundings and helping them learn about their community.

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

- The childminder and her assistant work well together, communicating effectively to ensure that children's needs are met. They monitor their practice and evaluate the provision to identify areas for improvement. The childminder has links with local authority advisers and memberships with professional childcare organisations to gain new ideas and help develop her practice further.
- The childminder uses her observations of children as they play to assess their development. She is experienced and knows how children learn. She understands what children need to learn next and focuses on how she and her assistant will help them achieve this. The childminder has a good relationship with parents. She keeps them informed about the children's day through their daily books and regular chats and messages.
- Children's communication is developing well, including children who speak more than one language. Children show their understanding as they respond to the childminder's or her assistant's questions and follow their instructions. Babies excitedly babble as they crawl about. Young children knowledgeably start using words. They make animal noises and learn the animal's names. They begin to count and recognise colours. The childminder extends their emerging speech well, modelling appropriate words for them to copy. She also uses some words in children's home languages, valuing their differences and what makes them

unique and building their confidence very well.

- Young children learn to follow the boundaries in place for their own and others' safety. The childminder and her assistant work to help them manage their emotions and frustrations, and to appreciate the needs of others, but this is not consistently effective. At times, they offer mixed messages to children or are not successful in their approach. Children's understanding and skills in this area then do not develop as much as they could.
- The childminder links to children's interests successfully to engage them in experiences. For example, young children enjoy building with blocks, developing their coordination well as they work to connect them. The childminder gets out other types of blocks as she knows some of the other children prefer these, which ensures that they all practise their skills. However, at story time, the childminder and her assistant do not minimise distractions well enough to ensure that children are able to listen and focus and develop their skills as much as possible.
- The childminder encourages young children to do things for themselves and develop their independence. She offers children age-appropriate challenges to build their confidence. Young children toddle off to find their shoes to go outside and help tidy away the toys before lunch.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand their responsibilities to keep children safe. They ensure that their home is clean and well maintained. They use safety gates to limit children's access to higher-risk areas, so young children can explore and play safely. They watch and support children as they challenge their physical skills, and children begin to recognise and manage the risks they encounter. The childminder and her assistant have a secure knowledge of the procedures to follow in the event of concerns about a child. They have refreshed their awareness of child protection through training. They both hold valid paediatric first-aid certificates so they can support children in the event of a minor medical emergency.

What does the setting need to do to improve?

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

- offer children consistent support to help them recognise and understand their emotions and manage their frustrations and behaviour
- minimise distractions during activities, supporting children's involvement and their listening and attention skills as much as possible.

Setting details

Unique reference number	106752
Local authority	Bristol City of
Inspection number	10298795
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	8 January 2018

Information about this early years setting

The childminder registered in 2001 and lives in St Andrew's, Bristol. She operates 8am to 6pm, Monday to Friday, all year round. She works with her husband as her assistant.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting 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, the childminder and her assistant and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications, and 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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