

# Childminder report

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Inspection date: 17 October 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

This passionate and friendly childminder provides a calm and caring environment for the children. She prioritises building strong relationships with the children and their families. Children demonstrate they feel safe and secure. They confidently engage with the childminder and visitors, inviting them into their play. The childminder uses continuous praise to strengthen children's confidence and self-esteem. She encourages the children to ask questions, which helps them to develop a positive attitude towards learning.

The childminder has a clear intent for children's learning. She places a high focus on developing children's personal and social skills. The childminder regularly meets with other childminders and their children. They visit places in the local community, such as the woods, farms, museums and parks. This allows the children to enhance their social skills and form new friendships. Furthermore, it offers the children a wide range of experiences, which increases their knowledge and understanding of the world around them.

The childminder wants the children to develop the skills needed for later life. She provides an environment that enables the children to access the resources independently. The childminder has clear boundaries and routines that the children happily follow. Children assist with daily tasks, such as tidying away their toys and helping to prepare meals. They tell the childminder when they need the toilet and understand the importance of washing their hands.

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

- The childminder gathers key information from parents and carers to gain a clear overview of their children. She identifies any gaps in the children's learning and development. The childminder plans activities based on children's interests and the next stages of learning. She interacts with the children during their play to extend their knowledge and understanding of what they already know. This ensures children make clear progress across all seven areas of learning.
- Children learn about making healthy choices and the effect certain foods can have on their teeth. During an activity, the children act out oral health routines. They use toothbrushes and toothpaste to clean the toy teeth. The childminder introduces books to encourage children to recall past experiences at the dentist. Children discuss the effect different foods can have on their teeth. They place pictures of sugary foods on the sad tooth and healthy foods that are good on the happy tooth. This teaches children how to manage their health and well-being.
- The childminder ensures children spend a large amount of time outdoors. She understands the importance of children developing strong muscles. The children

enjoy racing around on ride-on toys in the garden and climbing the different-sized slides. They go for long walks and collect natural resources. Children use various tools during their play to strengthen the wrist muscles used for later writing skills.

- Children benefit from a language-rich environment. The childminder continuously talks and narrates to children during their play. She extends children's sentences and sensitively repeats words back, emphasising the correct pronunciation. However, at times, the childminder does not introduce children to new language, for example by labelling the toy dentist tools they use in their role play so that they gain a wider vocabulary and understanding.
- The childminder has formed a good relationship with the parents and families in her care. She keeps them up to date on their child's progress and development. The childminder encourages the parents to continue learning at home. She gives them ideas and activities, such as counting steps or measuring plants at home. Parents receive a wide range of support and guidance on toilet training, managing behaviour, and new siblings. The childminder adjusts her provision to ensure she meets the needs of the parents, particularly those who speak English as an additional language.
- Children learn about each other's similarities and differences. They celebrate different events, such as Lunar New Year. This helps children to learn about other cultures and traditions. The childminder focuses on supporting children who learn English as an additional language. She gains key words from the children's parents which she uses daily with the children. This helps children to feel included and develops a sense of belonging.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe from harm. She can identify the different signs and symptoms of abuse. The childminder knows the importance of keeping adequate records. She conducts risk assessments and safety checks of her home. The childminder is clear on the procedure for reporting any concerns about a child and what to do if an allegation is made against her or a member of her family. The childminder attends regular safeguarding training to ensure she keeps her knowledge up to date. She takes measures to keep children safe when out in the community.

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

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

- introduce children to new language to extend their understanding and to develop their emerging vocabulary.

## Setting details

<b>Unique reference number</b>	EY490553
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10299904
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	30 January 2018

## Information about this early years setting

The childminder registered in 2015. She lives in the Hengrove area of Bristol. The childminder provides care for children Tuesday, from 7.30am to 6pm, term time only.

## Information about this inspection

### Inspector

Louise Phillips

## 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 and the childminder completed a learning walk and discussed the provision and the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector and childminder completed a joint observation.
- The inspector held a meeting with the childminder to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as children's attendance registers, the childminder's paediatric first-aid certificate, and evidence of suitability.
- The inspector took account of written testimonials from parents.
- Children engaged with the inspector during the inspection.

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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