

# Childminder report

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Inspection date: 21 February 2024

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<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 enjoy a wide range of activities that support their interests and involvement in play. The childminder identifies children's abilities and provides a balanced curriculum of activities to support their learning and help them make good progress. For example, children learn about nature and enjoy going for walks with the childminder to collect leaves, acorns and feathers. They talk about the colour and texture of these. The childminder also takes children to the beach, where they like to look for crabs in the rockpools. Children are content and happy with the friendly childminder. They spontaneously go to her for a cuddle and are comfortable in her care.

Children like listening to stories with the childminder and begin to recognise the words from a popular story. They tell her, 'The frog is too jumpy' and 'The giraffe is much too tall'. Children start to learn about colours of the animals in the pictures and say, 'The dog has a pink nose'. The childminder extends activities well to support different areas of children's learning. For example, they like painting their feet and concentrate well measuring their foot. They then decide who has the longest and shortest feet. Children behave well, overall, and are starting to learn about sharing and turn taking.

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

- The childminder continues to update her knowledge and skills. For example, she has raised her understanding of a simple sign language and how to use this to promote an inclusive approach to supporting children's communication.
- Children learn how food grows and how this helps them become strong and healthy. They enjoy healthy snacks, such as blueberries, grapes, oranges and strawberries. Children develop good independence skills. For example, younger children carefully attempt to cut up bananas and peel oranges themselves.
- The childminder encourages children's communication and language skills very well. For example, she asks questions of them and repeats words to extend their vocabulary. Younger children become confident using language and begin to form four and five word sentences in context. The childminder reads children's favourite stories with them. She encourages them to name the animals they see in the pictures. They listen well and like to join in with the sounds of the animals. They tell the childminder that a lion gives a 'great big roar' and a snake makes a 'sssss' sound.
- The childminder continues to assess children's achievements and identifies children's next steps of development. She plans a variety of activities to build on children's existing abilities and help them make good progress. She liaises with parents and other professionals to ensure she can address any gaps in children's learning. However, she has not considered how to make more use of activities to

support children's particular repeated patterns of play, such as emptying and filling containers, to help develop their ideas and learning further.

- Parents comment that the childminder keeps them regularly updated about their children's activities and what she is doing to support their progress. Parents comment that their children love going to the childminder and they are very pleased with how the activities provided help them make progress. They note that their children show pride in their achievements and feel their speech has improved greatly.
- Children develop their mobility well. Younger children gain confidence quickly to start walking. Children develop their small hand muscles, such as when making patterns in the play dough using cutters and different tools. They start making marks in their books and say they are drawing a face. The childminder provides a range of activities to encourage children's interest in mark making. However, she has not considered ways to support children to strengthen their larger arm muscle coordination further, to help them gain more control with their early writing skills.
- The childminder praises children often for their efforts and provides them with reassurance. She encourages younger children to learn how to manage their emotions and play cooperatively. For example, she is using different strategies to help younger children share and take turns with their friends more easily.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the planning of activities to support younger children's repeated patterns of play more effectively
- provide more opportunities for children to develop all aspects of their physical abilities, such as their larger arm muscles, to support their early writing skills more effectively.

## Setting details

<b>Unique reference number</b>	106852
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10317367
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 May 2018

## Information about this early years setting

The childminder registered in 1999 and lives in Fishponds, Bristol. She is available to care for children all year round from 7am until 8pm, Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3. The childminder receives funding to provide care for children aged two, three and four years.

## Information about this inspection

### Inspector

Mary Daniel

### 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 this into account in their evaluation of the setting.
- The inspector and the childminder completed a joint observation of an activity and discussed the quality of education provided.
- The inspector viewed a sample of documentation, such as the childminder's first-aid certificate and safeguarding policy.
- The inspector observed children's interactions in play indoors and discussed their learning and development.
- The inspector took into account the written comments from parents.

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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