

Childminder report

Inspection date: 3 March 2020

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

The childminder and her assistant provide a welcoming, safe and friendly environment for children and have developed close, positive relationships with them. As a result, children settle quickly and show that they feel safe and secure. The childminder has high expectations for children's behaviour and they are encouraged to use good manners. Children play cooperatively together and learn to share and take turns well. For instance, during a singing activity, they happily take it in turns to play different instruments. Children's behaviour is good.

The childminder and her assistants know the children well and have a good understanding of where each child is in their development. They know the children's current interests and individual ways that they like to learn. The childminder tracks the progress children are making and plans appropriate next steps to support them to make good progress in their learning and development. The childminder and her assistant support children's communication and language and literacy effectively. For instance, children relish in listening to stories and, as they play with lettered blocks, older children are supported to learn letter sounds. They model language well for younger children and use clear speech.

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

- The childminder develops children's mathematical and physical development effectively. For example, children use a range of resources to extract juice from different fruits as they make fruit tea. They develop their hand muscles as they use a garlic press and lemon squeezer. Children learn about capacity and volume as they fill and empty containers with the fruit juice. Older children learn new words, such as 'overflow'.
- The childminder and her assistant promote children's independence and understanding of healthy eating choices well. For example, at snack time the childminder uses visuals to give even the youngest the children the choice of what they would like to eat. Children pour their own drinks at mealtimes and older children handle their own self-care needs. The childminder and her assistant engage children in conversations about healthy eating. They discuss what foods make up a balanced diet.
- The childminder reflects well on her provision. For instance, she has made recent changes to the environment to make it a calmer space for the children to play in and has brought in more open-ended resources to further develop children's imaginative play. However, the childminder does not precisely plan for professional development opportunities, for herself or her assistant, to continue to strengthen their teaching practice further.
- Partnerships with parents are strong. They speak extremely highly of the childminder and her assistant and the care they provide. They comment that the

childminder works closely with other professionals to support children's development. The childminder regularly keeps parents updated with how their children are progressing and offers ideas for them to continue learning at home.

- The childminder plans fun, engaging activities. Children become engrossed in their learning and this is supported by good interactions from the childminder and her assistant. However, children do not always have the time they need to remain deeply engaged, as the childminder sometimes moves them on to other activities too soon.
- The childminder understands her responsibility to support her assistant in his role. She has ensured that he has completed safeguarding training and she offers support and guidance for him to develop his practice as he interacts and plays with the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of safeguarding procedures and their responsibilities to keep children safe. They know the possible signs to be aware of that could cause concern and the correct procedure to follow to report concerns. They also have a good understanding of wider safeguarding issues and the signs to be aware of. The childminder uses risk assessments effectively on her home and when on outings. She teaches children about risks and how to keep themselves safe. For instance, children learn to use safety knives with care as they cut up fruit during an activity.

What does the setting need to do to improve?

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

- precisely plan for more professional development opportunities, to increase knowledge and teaching practice to a higher level for the childminder and her assistant
- give children more time during planned activities and allow their play to come to a natural end before moving them on to other activities, so that they remain deeply engaged in learning.

Setting details

Unique reference number	136137
Local authority	South Gloucestershire
Inspection number	10071940
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	0 to 12
Total number of places	6
Number of children on roll	29
Date of previous inspection	7 September 2015

Information about this early years setting

The childminder registered in 1998 and lives in Yate, South Gloucestershire. She operates all year round, except for family and bank holidays, from 7am to 6pm throughout the week. The childminder receives funding for children aged two, three and four years. She holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector
Kelly Sunderland

Inspection activities

- The childminder took the inspector on a learning walk around her home and discussed how she uses different areas.
- The inspector spoke to parents and took account of their written views provided on the day of the inspection.
- The inspector observed the quality of teaching indoors during activities and assessed the impact this has on children's learning.
- A joint observation was carried out between the childminder and the inspector of a planned activity.
- The childminder sampled a range of relevant documentation, including training certificates and children's learning records.

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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