

Childminder report

Inspection date	15 August 2019
Previous inspection date	26 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder monitors and supports children's learning effectively. She has a good understanding about how children learn and develop. All children make good progress in their learning.
- The childminder has good procedures to help support children to settle quickly. For instance, she visits children at home before they visit her setting and start with her. This helps children to feel emotionally secure.
- The childminder makes children feel welcome. They develop strong attachments with her childminder and her husband. These help to support their emotional well-being. Children demonstrate they feel safe and very comfortable in the childminder's company. The childminder shows a clear enjoyment of her time with the children.
- The childminder has strong partnerships with parents. She involves them fully through regularly sharing information about their child's development. This helps to enable parents to support their child's learning further at home.
- The childminder has a well-organised and welcoming learning environment for children. For example, she labels toy boxes and provides a wide range of resources which follow children's interests. This helps to support children to play independently and motivates them to learn.
- The childminder shows a good commitment in making ongoing changes to her practice. She regularly evaluates her practice and incorporates parents' and children's views.
- The childminder does not consistently make the most of opportunities to use and extend activities in the garden for those children who learn best outside.

What the setting needs to do to improve further

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

- develop more opportunities and challenge for children during activities to help them to make even better progress in their learning.

Inspection activities

- The inspector observed activities and the childminder's interactions with the children.
- The inspector discussed the opportunity of a joint observation with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector checked and discussed the evidence of suitability of all adults living or working on the premises, and checked the qualifications of the childminder.
- The inspector took into account the views of parents from information gathered by the childminder.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and the childminder's written policies and procedures.

Inspector
Hilary Tierney

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder completes regular safeguarding and child protection training to help keep her knowledge of related procedures up to date. She has a detailed understanding about the signs and indicators that may alert her to any concerns about a child's welfare. The childminder is clear about the procedures to follow should she have any child protection concerns about a child in her care. The childminder monitors children's attendance well, which helps her to keep children safe. The childminder shows a good awareness of the importance of developing her knowledge and skills. She regularly completes training courses and meets with other professionals to discuss ideas to help her in her practice. She uses this learning well to maintain a good quality of teaching. Parents' comments are very positive about the childminder and the support they receive from her. They comment about how well their children have progressed since being in her care.

Quality of teaching, learning and assessment is good

The childminder completes detailed observations and assessments to help her identify and support children's next steps in learning. She interacts well with the children and supports their learning effectively. She supports their communication and language skills well. She talks to them constantly as they interact. The childminder supports children's growing mathematical development and understanding effectively. For example, she encourages children to recognise colours and numbers. Children sit well and concentrate as they develop their physical skills, such as when they thread laces through cards. The childminder questions children skilfully to encourage them to think and problem solve. For example, when children play with balancing scales, the childminder asks them which is heaviest, how many have they got, and if they add one more what does that make.

Personal development, behaviour and welfare are good

The childminder uses praise and encouragement to help build children's confidence and self-esteem. Children respond well to the childminder and their behaviour is good. They make friends quickly and learn about sharing and taking turns as they play together. Children show care and concern about each other. For example, when children get hurt, others ask the childminder if they are all right. The childminder is a good role model. Children learn good personal hygiene practices, such as washing their hands before eating. The childminder supports children's growing independence skills, such as encouraging them to choose their own plates for lunch and snacks, cutting up their fruit and pouring their own drinks.

Outcomes for children are good

Children develop the skills they require to help prepare them for their next stage in learning and their eventual move to school. They enjoy looking at books and are confident in recognising letters of the alphabet, which helps to support their early literacy skills. Children count and recognise numbers confidently and are beginning to understand mathematical concepts.

Setting details

Unique reference number	136272
Local authority	South Gloucestershire
Inspection number	10072397
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 April 2016

The childminder registered in 1996. She lives in the Stoke Gifford area of Bristol. The childminder works all year round, on Monday to Friday from 7.30am to 6pm. Her husband works as the childminder's assistant when needed.

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