

Childminder Report

Inspection date

25 April 2018

Previous inspection date

14 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 reflects on her provision successfully and makes continual improvements. For example, she has expanded the range of sensory and craft activities to enhance children's enjoyment and to support their creative development.
- The childminder provides a wide range of interesting and enjoyable activities. She uses her strong knowledge of children's individual needs to teach them the knowledge and skills they need to take the next steps in their learning. Children make good progress.
- Children develop good social skills. For instance, older children readily share resources and help the younger ones to join in. Children enjoy receiving praise from the childminder for their kindness and they develop high levels of self-esteem.
- The childminder provides exciting opportunities for children to be physically active. For example, they take part in weekly dance sessions and they enjoy regular visits to local parks.

It is not yet outstanding because:

- The childminder does not consistently gather detailed information about children's prior achievements when they start to attend, to inform initial planning.
- The childminder does not consistently give children enough time to think and express their ideas.

What the setting needs to do to improve further

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

- gather more information about children's prior achievements when they start to attend and raise children's achievements even further
- give children more time and opportunities to think and express their ideas.

Inspection activities

- The inspector observed children engaged in activities and the quality of the childminder's interactions with them.
- The inspector and childminder jointly evaluated the impact of her teaching on children's learning.
- The inspector spoke to the childminder and children at convenient times throughout the inspection.
- The inspector took into account the written views of parents, through written testimonials.
- The inspector looked at documentation, including children's learning journals, risk assessments, policies and procedures, and the childminder's self-evaluation and professional development documents.

Inspector

Sarah Peacock

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding issues and the procedures to follow if she has any concerns about a child's welfare. She carries out thorough checks to help keep children safe in her home and on outings. The childminder has an admirable approach to professional development. For example, she helps to organise training events to develop the knowledge and skills of early years professionals. The childminder uses her training on promoting mathematical thinking well to help her to identify opportunities to teach children mathematical concepts. She monitors children's progress well and this helps her to identify promptly when children may need extra support. The childminder keeps parents well informed of their children's achievements.

Quality of teaching, learning and assessment is good

The childminder provides resources that capture children's interest and motivate them to learn. For example, children enjoy learning about nature. They listen intently as the childminder reads a story about caterpillars. Children explain excitedly how the childminder's caterpillars started as eggs and they predict that they will become butterflies. The childminder supports children's mathematical development well. For example, she teaches children to count actions and objects, and she helps children to use mathematical language. Children develop strong language and literacy skills. For instance, they handle books carefully and they talk about what they are drawing.

Personal development, behaviour and welfare are good

Children feel secure and they build strong attachments to the childminder. The childminder works closely with parents to provide continuity in children's care routines and she is sensitive to their emotional needs. For example, the childminder gently encourages toddlers to explore new activities and environments. Children behave well and enjoy being helpful. For instance, they enthusiastically tidy toys away before starting a new activity. The childminder supports children to lead healthy lifestyles. For example, she uses her training on children's cooking skills well, to involve children in preparing healthy snacks, such as fruit salads.

Outcomes for children are good

Children make good progress in their learning and they gain the skills they need for future learning. Children are curious learners and they confidently make choices in their learning. For example, toddlers enjoy investigating the sounds they can make by dropping dried pasta into metal containers. Older children explore the capacity of containers as they fill and empty them. Children develop high levels of independence. For example, young children take off their coats and hang them on their pegs.

Setting details

Unique reference number	136339
Local authority	South Gloucestershire
Inspection number	1127027
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	14 October 2015
Telephone number	

The childminder registered in 2001. She lives in Longwell Green, Bristol. The childminder holds an early years qualification at level 3. Childminding takes place between 8am and 6pm on Monday to Friday, for most weeks of the year.

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