

# Childminder Report

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 25 February 2016 |
| Previous inspection date | 21 February 2011 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 provides a homely environment for the children in her care. They feel secure and develop a strong relationship with her.
- Children's behaviour is good. The childminder manages minor disputes effectively and helps children to share and take turns.
- There is a good exchange of information between the childminder and parents, which contributes to the children's good progress. Parents appreciate the advice and support they receive to help them with their children's learning and development.
- The childminder meets the children's individual personal needs well. She plans positive learning experiences based on their interests. As a result, children are motivated and develop good powers of concentration.
- The childminder makes accurate assessments of children's achievements. She has a good understanding of children's expected development and knows how to spot any gaps in their learning.
- The childminder actively promotes an understanding of equality and diversity, for example, by choosing appropriate resources which interest children in their play.

### It is not yet outstanding because:

- The childminder does not always give children enough time to think before they answer questions.
- The childminder does not always give children enough opportunity to develop independence and solve problems for themselves.

## What the setting needs to do to improve further

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

- support children's learning and development by giving them more time to think before answering questions
- help children to develop independence by giving them more opportunities to solve problems for themselves.

### Inspection activities

- The inspector observed the children at play, and discussed the quality of teaching and learning with the childminder.
- The inspector looked at a selection of documentation, children's assessment information, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day, and also looked at a selection of testimonials.

### Inspector

Jennifer Cutler

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands what to do in the case of any concerns about a child's welfare. She has good relationships with parents, who are well informed about their children's learning. The childminder has a good understanding of individual children's needs. This has a positive impact on the children's progress because she plans activities accordingly. For example, children had great fun experimenting with jelly, although initially they were hesitant to touch the mixture. They enjoyed getting messy and eventually showed impressive powers of concentration as they investigated mixing colours with red and yellow jelly. The childminder reflects on her practice well. She is keen to improve her practice. For example, she attends training and has the support of local networks where she is able to meet other professionals.

### Quality of teaching, learning and assessment is good

The childminder uses a range of resources well. Children have chances to develop an awareness of the wider world by playing with a good range of toys that reflect the differences and diversity of the world around them. For example, puzzles and dolls represent people of different backgrounds and ethnic origins. The childminder encourages the children at play and intervenes well to develop their language and simple mathematical skills, such as counting to ten. She is good at developing children's imaginations; for example, she spontaneously created a den which provided lots of fun for them. The childminder uses planning and assessment of children's achievements well to track their progress and plan for the next stages in their learning. Parents quickly become engaged in what their children are learning and are pleased about their children's progress and readiness for school.

### Personal development, behaviour and welfare are good

The childminder is extremely sensitive to children's physical and emotional needs. Children's welfare and personal well-being are key to everything that she plans. She works closely with other professionals and is a significant support in helping parents to care for their children. Children develop good levels of self-esteem, are confident and play happily together. The childminder intervenes when necessary to resolve any disputes the children may have. Children are safe and learn to cooperate with one another. Children learn how to develop healthy lifestyles, and the childminder shows them how to make healthy choices, such as washing their hands before eating. Visits to local amenities and outings promote children's growing knowledge and understanding of the world.

### Outcomes for children are good

Children make good progress from their starting points. The childminder helps children to gain the key skills needed for the next step in their education.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | 150703                                                                            |
| <b>Local authority</b>             | Bristol City                                                                      |
| <b>Inspection number</b>           | 836763                                                                            |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 8                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 3                                                                                 |
| <b>Name of provider</b>            |                                                                                   |
| <b>Date of previous inspection</b> | 21 February 2011                                                                  |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2001 and lives in Highridge, Bristol. She has a level 3 childcare qualification and offers flexible day care during most weeks of the year. She is eligible to provide funded places for children aged two, three and four years.

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