

Childminder report

Inspection date: 24 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder's friendly and caring manner makes children feel welcome and happy in her home. Young children enjoy a cuddle with her when they are feeling tired, and they seek her out to share their experiences or invite her into their play. They confidently select resources or ask her for things they want. Parents comment positively, saying they trust the childminder and know that their child is safe with her.

The childminder ensures that she offers age-appropriate experiences as part of her planned curriculum. Children are inspired to develop their skills as they explore the interesting resources and activities that the childminder sets out, closely linked to their learning needs and interests. Young children discuss and match shapes, recognise and name colours and count successfully. They select books independently and enjoy listening to stories.

Children develop their social skills well. They enjoy being with other children of their own age. The childminder teaches children about behaviour expectations and helps them begin to appreciate the needs of others. She uses a calm and consistent approach, patiently persevering with her reminders and explanations. She helps young children share resources and take turns with toys.

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

- The childminder promptly helps children and fulfils any care needs children have. She assesses children's development and outlines what each child needs to learn next. She focuses her activities and support on their learning needs. She patiently offers lots of encouragement and praise, building young children's confidence and skills effectively. They make good progress.
- Young children enjoy doing things for themselves. They begin to manage their toileting needs. They help tidy toys. They carry their lunch to the table carefully on a tray and enjoy putting their face cloth in the special bin when they have cleaned up after lunch. They show pride in their achievements, good independence skills and a suitable sense of responsibility.
- Young children eagerly develop their physical skills. They use small scooters effectively. They have great fun practising their jumping, excitedly joining their friends, and giggle as they bounce around. They stack blocks carefully to make towers. The childminder patiently models other skills and children learn a twisting action, as they persevere to unscrew items.
- The childminder has good relationships with parents. She keeps them well informed. They discuss children's achievements and interests, and they work together to help any gaps in children's learning to close. However, the childminder has not developed links with providers of other settings children

attend to inform future planning and provide a consistent approach for children.

- The childminder regularly takes children on trips, both locally and further afield. She has annual passes to nature areas and other places, such as the nearby aquarium. She complements the experiences children get at home taking them on buses and trains, to develop their confidence in different situations and their understanding of the world.
- The childminder shows a keen interest and a passion for her work. She thinks about what she provides for children. She has memberships with professional organisations and undertakes online training to gain new knowledge. She has links with other local childminders as well as others through online educational forums and groups, to help her access new ideas and find ways to improve her provision and practice further.
- The childminder supports children's language and thinking. She asks children questions as they play to help them develop their speech and conversation skills. She beneficially models words and repeats the correct pronunciation to help children develop their vocabulary. However, she does not think through all her adult-led activities, to ensure that these closely link to children's communication needs and that she can extend and build the clarity of their speech further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She carries out risk assessments and minimises hazards around her home, and when taking children on outings. She monitors and supports children closely, while also ensuring that they have the freedom to explore independently and develop their confidence and skills. The childminder has a secure knowledge of the procedures to follow in the event of any concerns about a child. She has refreshed her awareness of child protection through training, ensuring that her understanding and subsequently her processes reflect current guidance and legislation.

What does the setting need to do to improve?

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

- develop the sharing of information about children's needs with other settings that children attend, to strengthen the consistency in the support children receive
- review adult-led activities and ensure that children's communication and the clarity of their speech develops as quickly as possible.

Setting details

Unique reference number	2615180
Local authority	South Gloucestershire
Inspection number	10276109
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	2 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Thornbury, near Bristol. She calls her childminding provision Dan Dan's childcare. She operates 8am to 6pm, Monday to Friday, all year round. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the provision.
- The inspector viewed the areas used for childminding and discussed with the childminder how she implements the educational programmes for the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.
- Parents shared their views of the childminder's provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.

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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