

Childminder report

Inspection date: 12 December 2024

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder has a fun and very engaging manner, and the children warm to her readily and enjoy her joining them in their play. She is caring and thoughtfully supports children's care needs. Children enjoy a hug and are confident to go to the childminder for things they need, showing good bonds with her. Parents say that their children are very happy at the childminder's home.

Children make good progress. The childminder knows children very well. She has a lot of experience and knows how children learn. She forms her curriculum suitably, focusing on children's learning needs and interests. She offers them interesting activities and beneficially links experiences, helping to reinforce concepts and giving children the opportunity to consolidate their learning. For example, children have fun with the childminder as they have a pretend picnic. The childminder takes the time to teach children about healthy food. They discuss different fruit and vegetables. She links to this at snack time as children have fruit and beneficially try new items, such as mango. The childminder later broadens children's knowledge further as she reads children an African story involving different fruit. Children listen well and can name many of the fruits, prompting slightly older children to discuss their preferences.

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

- The childminder shows dedication to her provision and the children and families in her care. She uses links with other childminders and memberships of professional organisations to keep up with changes to practice and gain ideas. She reflects on what she provides and makes changes to benefit the children. She conscientiously focuses training thoughtfully on children's changing needs to help them make good progress.
- Children develop their physical skills well. Young children eagerly explore the little slide and ride-on equipment in the garden. The childminder ensures she is close by to support and encourage them if needed, but she lets them take on suitable challenges. The childminder joins the slightly older children as they explore throwing and catching, giving them useful tips to help them succeed. Children show positive attitudes and develop confidence in their abilities.
- The childminder offers children a wealth of different experiences outside her home in the local and wider communities. She takes children to nearby parks and woodlands to inspire them to be active in the fresh air. They travel on the bus into the city to places of interest, such as the aquarium, developing their understanding of the world. She meets up with other local childminders and takes children to play-based groups so that children can mix with other children of their age and develop their social skills.
- The childminder links to children's home languages to value the words they use

and, if necessary, translate for them to help their skills in English progress. She is chatty and gives children a useful running commentary. She takes the time to offer new words to children and the correct pronunciations. The childminder is mindful of encouraging younger children to join in during adult-led activities, and she gives them time to speak. However, as children freely play, she does not ensure that the quieter children always have the chance to be heard to help their confidence and speech progress as much as possible.

- The childminder very patiently supports children to understand the boundaries in place for their safety, appreciate the needs of others and manage their emotions. She skilfully offers children very effective age-appropriate reminders and explanations to help their understanding. They listen respectfully to her and suitably adapt their behaviour. For example, they share toys and learn to use 'slow hands' when feeding the rabbit and their 'slow feet' indoors instead of running.
- Parents feel well informed about their child's day, and first-time parents praise the childminder's useful support. The childminder ensures that she discusses key aspects of children's development with parents. However, she does not regularly share information with parents about all aspects of children's development and learning to help create a fully consistent approach between their home and the childminder's provision.
- The childminder gives children plenty of opportunities to build their independence skills. Children work hard to get their shoes on themselves. They persevere to cut up fruit for their snack, following the childminder's useful tips. Children also beneficially develop their sense of responsibility, joining the childminder in tidying away the toys and following her good hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- extend support for children's confidence and speech, particularly for the quieter children, and help progress their skills as much as possible
- extend the sharing of information with parents about children's development and learning, helping to enhance the consistency in the support children receive.

Setting details

Unique reference number	2691535
Local authority	Bristol City of
Inspection number	10367641
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	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in St Anne's, Bristol. She operates 8am to 5.30pm, Monday to Thursday, all year round. The childminder holds an appropriate qualification at level 3. The childminder provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- 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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