

Childminder report

Inspection date:

5 December 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive with this warm, caring childminder. They arrive happily and quickly get involved with activities. Babies settle well, snuggling into the childminders lap, exploring the toys. The childminder is a great role model and treats all children with kindness and respect. For example, she gets down to children's level to play and talk to them. She asks younger children if she can change their nappy and if they would like to go outside. She supports children to be kind to each other, reminding them to use 'gentle' hands. The childminder responds quickly to children's needs, understanding when they need a snack or a rest. Children behave very well.

The childminder follows children's interests and plans exciting activities. She is flexible with her planning and makes changes to ensure all children remain engaged. For example, when children do not show interest in a planned activity, she quickly changes it. Children are happy, content and making good progress.

Children of all ages are supported to be independent. For example, young children are encouraged to find their shoes and coats before going outside. They are shown the 'magic' way to put on their coat, so they can start to do this independently.

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

- The childminder supports most children to develop their speech and language skills well. She models language by talking with children about what they are playing with and by describing and naming natural objects they have found on walks. Children can choose which nursery rhyme to sing by picking an object from the song basket. However, at times she misses opportunities to support children's developing language even further.
- The childminder is very reflective. She attends courses and evaluates her setting, ensuring she is providing the best experiences for children in her care. For example, after attending a course about children's communication and language, she rearranges her setting, so children have a quiet, cosy space to listen to stories and enjoy books.
- Children develop a good awareness of healthy lifestyles. They regularly go on long walks, getting exercise and exploring the local area. They spend time in the well-equipped garden, where they can explore water, use ride-on toys and play in the playhouse. The childminder provides healthy foods for meals and snacks.
- Partnerships with parents are good. Parents are kept well informed of what their children are doing and how they are developing. They are given ideas for ways they can support their children's learning at home. Parents are very happy with the care their children receive and describe the childminder as providing a, 'wonderful caring environment' for their children to learn and grow.

- The childminder supports children to learn mathematical and scientific skills in a fun and playful way. For example, older children enjoy colouring 'paint by number sheets' where they have to find the correct number to match the colour. Children explore objects, finding out which can float or sink in the water tray.
- The childminder supports children to 'keep trying' and to learn to be resilient. For example, when children become frustrated that they cannot get their shoes on, she shows them how to open them up more, then encourages them to try again. Children are happy when they achieve tasks independently, supporting them to develop a high self-esteem.
- Children are given a rich range of experiences when in the childminder's care. She takes them to local toddler groups and soft play, where they can link with other children. She celebrates diversity in her setting. For example, she reads a range of stories, celebrates festivals that are relevant to the children and provides varied resources and activities for children to play with daily.
- The childminder knows the children extremely well and provides them with a wide range of interesting activities and resources that they can access independently. She supports children well and is very attentive to their needs. All children are motivated to play and learn and are making good progress in all areas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training around safeguarding and keeps her knowledge up to date. She knows the signs and symptoms to look out for that may be a cause for concern around a child's welfare. She knows how to accurately record these concerns and how to report them. Children are taught how to keep themselves safe. They know to hold onto the buggy when crossing the road, and not to talk to strangers. The childminder practises fire drills, ensuring children know what to do in the case of an emergency. Children are very safe in her care.

What does the setting need to do to improve?

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

- to ensure that children have even more opportunities to be encouraged to communicate

Setting details

Unique reference number	EY152699
Local authority	South Gloucestershire
Inspection number	10234625
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 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2002 and lives in Bristol. She provides care from Monday to Thursday, 7.30am to 6pm, all year round.

Information about this inspection

Inspector

Joanne Neenan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about children's learning and development.
- The childminder and the inspector discussed how the childminder organises their early years provision.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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