

Childminder report

Inspection date: 8 August 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	Good
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What is it like to attend this early years setting?

The provision is good

Children show they are relaxed and secure in this extremely welcoming environment. The childminder is a calm, positive role model for all children. They form strong relationships with her and each other. For example, children point to pictures of children who have left the setting and share fond memories. The childminder supports their self-esteem as she gives lots of praise, encouragement and support in what they do. She has high expectations for children's behaviour. They listen carefully to what she says and happily follow the rules of the setting as they share and take turns. Children are very confident and ask for help when needed.

Children show good engagement and imagination in their play. They demonstrate this as they enthusiastically make sounds by using a range of musical instruments and explore unusual shapes to see what other sounds they can make. Children access multicultural books and resources that use languages other than English. These help them to gain an understanding of the wider world. Children are keen to respond to the childminder's questions. For example, they enjoy looking for animals that can fly and have fun as they imitate how they could do this with their arms outstretched. As children play, they learn new mathematical language, such as full and empty.

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

- The experienced and knowledgeable childminder has a good understanding of how children learn and develop. She attends training and works collaboratively with parents, the local authority and other agencies to help all children settle and thrive.
- The childminder gets to know the children in her care well, monitors their progress effectively and plans activities and learning experiences to help them achieve the best outcomes.
- Partnerships with parents are very strong. Through their written feedback and conversations, they share how the childminder gives them ideas of things they can do with their children at home and share their very high appreciation for all the support that she has offered them too.
- The childminder helps children to grow their creativity and small-muscle skills. For instance, children enjoy filling small tubs with cotton wool soaked in a variety of solutions, encouraging others to smell the contents and identify the solutions.
- Snack time is a very social occasion. Children know the daily routines of washing hands before eating to help prevent the spread of infection. The childminder talks to the children about how the healthy foods they are eating and the water they are drinking help them to grow. In addition, the children gain strength in their hands as they use cutting tools.

- Children have support with their independence. The childminder demonstrates this as she encourages older children to pour their own drinks at snack time. However, at times, younger children are not always given these same opportunities to help them try and improve these skills.
- The childminder takes children on regular outings to the local area, parks and local groups. These provide opportunities for children to interact with others and develop valuable social skills for the future.
- The childminder supports children's communication skills well. She encourages them to become confident communicators. For example, children readily engage in conversations about previous events.
- Children benefit from positive levels of discussion and support as they learn. However, the childminder does not always challenge their thinking skills to the highest level. For instance, when children try to solve problems as they play, she does not encourage them to keep on trying or give them time to think of solutions before intervening.
- Children are beginning to show high levels of emotional well-being. The childminder acknowledges them as they learn to share resources and play collaboratively together. This helps them to gain confidence and a positive view of themselves.
- The childminder has a large range of books that is easily accessible to all children. She regularly reads to them, and they show excitement as they recall and describe the plot of familiar stories. This helps children form a love of storytelling.
- The childminder helps children to develop their language. She repeats any mispronunciation of words correctly, enabling children to hear and learn how to say words properly. In addition, she introduces new words such as 'squidgy' and 'essence' during children's play to increase their vocabulary.

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:

- consider a consistent approach to teaching children to develop their independence skills
- extend opportunities that allow children to improve their own thinking skills.

Setting details

Unique reference number	EY284157
Local authority	Bristol City of
Inspection number	10351352
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 October 2018

Information about this early years setting

The childminder registered in 2004 and lives in Stapleton, Bristol. She operates all year round, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lin Harvey

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 childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- One joint observation was conducted by the inspector and the childminder.
- The inspector read messages and held discussions with parents at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents.

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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