

Childminder report

Inspection date	29 October 2018
Previous inspection date	15 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder knows children well. For example, she gains good information from parents as children start at the setting, to plan initial activities. She uses her assessments and monitoring of children's progress well to identify next steps in learning. Children make good progress from their starting points.
- Children form strong attachments with the caring childminder. She encourages them to make decisions about their play and praises their attempts. Young children participate happily in turn taking games, such as, passing the ball, building relationships well.
- There is a good two-way flow of information with parents to enable the childminder to meet children's care needs efficiently. She keeps parents well-informed of their children's progress and involves them in their children's learning.
- The childminder has addressed recommendations from the previous inspection well. She uses her training well to effectively support children's communication and language skills. For example, she provides good commentary to children's actions and builds their vocabulary.

It is not yet outstanding because:

- The childminder does not make the best use of the outdoor environment to provide children with opportunities across all areas of learning.
- The childminder occasionally moves children on to another activity before they have had enough time to finish their play and explore their own ideas.

What the setting needs to do to improve further

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

- provide more opportunities for children who learn best outdoors, to explore all areas of their learning
- give children enough time to extend their ideas and curiosity further.

Inspection activities

- The inspector observed the childminder's interactions with children as they played indoors and outdoors.
- The inspector spoke with the childminder about her understanding of the early years foundation stage requirements.
- The inspector considered the written views of parents.
- The inspector sampled documentation, including children's assessment records, the childminder's self-evaluation, and policies and procedures.

Inspector

Rachael Williams

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder implements her policies and procedures effectively, such as recording any accidents at the setting and injuries that children arrive with, to protect them from harm. She attends regular training to ensure she has up-to-date knowledge of her responsibilities to report any concerns about a child's welfare. The childminder evaluates her provision successfully and has action plans in place to make improvements, such as to create a visual timeline to help younger children understand routines. She engages in professional discussions, research and training to develop her skills further.

Quality of teaching, learning and assessment is good

The childminder plans a good range of experiences to entice young children's sensory development. For example, she provides a good narrative as she prepares the pumpkin, so that children understand the process. The childminder encourages children's engagement, providing reassurance when they are unsure of the texture of the seeds. She provides children with a range of resources, such as bowls and spoons, for them to explore in their own way. The childminder interacts well. For example, when young children show an interest in the holes on plastic shapes, the childminder demonstrates how to thread them together and provides good explanation on why some shapes will not fit. The childminder uses this opportunity well to count and introduce shape names.

Personal development, behaviour and welfare are good

The childminder provides many opportunities for children to make decisions for themselves. For example, children choose which fruit to have for snack. They gain good independence, for instance, peeling and cutting their own fruit. Children feel safe and secure. They confidently ask for help when needed and cooperate well in routines, such as when they need their nappies changing. Children learn to keep safe. For example, the childminder provides clear explanations so that children know the importance of holding hands when they descend the steps in the garden.

Outcomes for children are good

Children gain the required skills for their future learning. They show interest and are keen to explore. For example, young children show great interest in the 'nut' from the story sack, exploring its texture and placing it in and out of their pocket for safekeeping. They are keen to explore sound. For instance, young children imitate movements, banging two objects together and listening to the different sounds. Young children show perseverance, for example, when repeatedly pushing a toy car into the transporter lorry, gaining good small-muscle skills.

Setting details

Unique reference number	EY284157
Local authority	Bristol City of
Inspection number	10060969
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	15 April 2015

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.

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