

Childminder report

Inspection date	11 September 2018
Previous inspection date	9 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

- Children behave well. The childminder uses her training effectively to support children to work out for themselves how to resolve minor conflicts. Children learn to share, take turns and consider the needs and feelings of others.
- The childminder provides a wide range of enjoyable educational experiences that maintains children's attention and supports their development well. All children make good progress in their learning and development.
- The well-qualified childminder uses professional development opportunities well to support her in meeting children's needs. For instance, she uses her training on speech and language development successfully to support all children to develop their communication skills.
- The childminder forms strong partnerships with parents and other early years settings, which help to provide high levels of continuity in children's learning and care experiences.

It is not yet outstanding because:

- Occasionally the childminder does not give children enough time to test their ideas and work things out for themselves to develop their thinking skills as well as possible.
- The childminder does not assess children's developmental levels as precisely as possible when they first start to attend, to enable her to target teaching sharply and close any learning gaps swiftly from the outset.

What the setting needs to do to improve further

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

- make the most of opportunities to support children to solve problems and extend their thinking skills
- develop systems to monitor children's achievements even more precisely when they first start to attend, to identify any gaps and support children to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities and discussed with the childminder the impact this has on children's learning and development.
- The inspector sampled documentation, including children's learning journals, policies and the childminder's professional development records.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took into account the written views of parents.

Inspector
Sarah Peacock

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good awareness of safeguarding issues and knows the procedures to follow if children are at risk of harm. She carries out thorough risk assessments to support her in providing a safe environment for children. The childminder is committed to developing her practice continually. She evaluates her setting well, taking into account the views of parents, children and other professionals when identifying how to improve outcomes for children. Overall, the childminder observes children and monitors their progress well.

Quality of teaching, learning and assessment is good

The childminder supports children's mathematical development well. For example, she teaches children to draw and recognise shapes in engaging ways, such as drawing animals with circles to represent the heads and bodies and triangular ears. Children demonstrate very good pencil control. Young children enjoy the sensory experience of using their fingers to draw shapes in sand. The childminder helps children to develop their communication skills and expand their vocabularies. For instance, children enjoy exploring a range of textured materials in books while the childminder uses words to describe what they are experiencing. The childminder uses the local environment well. For example, she takes children on regular outings to the zoo and country parks to indulge their interests in animals and wildlife.

Personal development, behaviour and welfare are good

Children form strong attachments to the childminder. Children who are new to the setting settle in quickly and explore the environment confidently. The childminder is very warm and caring toward children. She is sensitive to their needs and anticipates when they may need support. For example, she warns children that appliances are noisy before she starts to use them to avoid startling them. Children develop good social skills. The childminder provides plenty of opportunities for children to play with others. For instance, they enjoy regular outings with other childminders and the children in their care. Children learn about healthy lifestyles. The childminder provides nutritious meals and daily opportunities for physical exercise in her garden, local parks and woodlands.

Outcomes for children are good

Children successfully develop the skills they need to support their future learning and the eventual move to school. They are motivated learners who concentrate well during activities. Children develop a love of books and they gain good literacy skills. For example, they listen intently to numerous stories and enjoy joining in with words and sounds. Young children learn to be independent and show perseverance in managing their own needs, such as unfastening and taking off their shoes.

Setting details

Unique reference number	EY292726
Local authority	Bristol City of
Inspection number	10060724
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	9 April 2015

The childminder registered in 2004. She lives in Brislington, Bristol. Childminding takes place from 8am to 6pm, Tuesday to Thursday, for most weeks of the year. The childminder holds an early years qualification at level 3. She receives funding to provide free early years education for children aged three and four years.

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