

Childminder report

Inspection date	20 December 2018
Previous inspection date	12 May 2016

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children and their families form very strong relationships with the dedicated childminder. These warm and positive attachments help children and babies settle very quickly. The childminder excels at promoting children's well-being.
- Children's behaviour is excellent. The childminder provides an exemplary role model for children. She is extremely supportive and provides respectful and very positive interactions.
- The childminder provides a wide range of interesting activities and experiences for children. These encourage children to become curious, inquisitive learners who engage well in the opportunities offered. For example, they quickly master how to climb a new slide and to ride a scooter.
- Overall, the quality of teaching is consistently good. Checks for assessing and planning children's learning are effective. These checks help the childminder to recognise if there are any gaps and how to support children's future learning. She works closely with other professionals involved in children's care to support continuity. All children make good progress from their starting points.
- The childminder provides many opportunities to let children join in routine tasks to help develop their confidence and independence ready for their move to school. For example, children help to prepare the vegetables to make soup for their lunch.
- The childminder is well organised. She evaluates practice effectively overall and collates views from her co-childminder, assistants, the parents and children. The childminder reviews, adjusts and develops practice effectively to make improvements for the benefit of children.
- Action plans to develop teaching to a consistently outstanding level for children of all ages are in the early stages and are only just beginning to take children's learning to a higher level.
- Although the childminder collects detailed information about children's care and routines when they start, she misses chances to find out what children can already do to help her target planning and teaching as accurately as possible from the beginning.

What the setting needs to do to improve further

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

- implement effective plans to improve the quality of teaching to bring it to a consistently very high standard
- increase the information collected from parents when children first start, including more about their development, to support planning for learning from the beginning.

Inspection activities

- The inspector observed interactions between the childminder and her co-childminder with the children and looked at available resources indoors and outdoors.
- The inspector had discussions with parents and took account of their views, along with written testimonials.
- The inspector looked at children's information, attendance records and development records, and a sample of policies, including the procedures for keeping children safe.
- The inspector talked to children and had discussions with the childminder and her co-childminder about leadership and management, safeguarding, and how they evaluate practice.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her co-childminder understand safeguarding matters well. They know the procedures to follow to protect children from harm should they have any concerns about a child, and they keep their knowledge current. For example, following training, they have improved the way they record children's attendance and enhanced the data protection policy. The childminder continues to improve her knowledge and skills, for example, through training, research and discussions with other childminders to help her make improvements. For example, she has recently put arrangements in place for consistent supervision and appraisal of adults who work with the children so that discussions between them can help drive future improvements of their teaching skills.

Quality of teaching, learning and assessment is good

Children benefit significantly from the childminder's enthusiastic approach to teaching and learning, which helps them to develop a sense of curiosity in the world around them. The childminder plans activities and resources thoughtfully to ignite children's interest, to challenge them and to help them make clear connections in their learning. For example, children look at home-made books of local points of interest to help reflect on their local walks. Children are keen to have a go at new experiences, such as when toddlers use scoops to fill plastic envelopes with reindeer food. The childminder encourages children's imaginative skills. For example, children use peelings and leftover vegetables in the play kitchen to make soup in a bottle. The childminder is proactive in providing information to help parents support their children's development. For instance, she gives them information about children's activities and outings so parents can support discussions at home. Parents comment that they are very happy with the care and learning provided.

Personal development, behaviour and welfare are outstanding

The childminder provides an extremely bright, welcoming and homely environment and establishes highly effective care practices. She provides an excellent range of opportunities for children to learn about their emotions and being aware of others' views and opinions. For example, children use books and other resources extremely well to learn how to manage their emotions and to consider the feelings of others. This helps children to respect and value each other's uniqueness. The childminder makes good use of her garden and the local environment to support children's learning, health and well-being. She uses excellent hygiene messages, for example, with songs and action rhymes, to help children learn the benefits of good hygiene practices and a healthy lifestyle.

Outcomes for children are good

Children learn the physical, social and communication skills they need for their next stages of learning. They develop good mathematical and literacy skills. For example, they count, and notice size, weight and familiar letters as they prepare 'magic' food parcels for animals and read recipes and rhymes. Children of all ages initiate conversations and communicate confidently.

Setting details

Unique reference number	EY308897
Local authority	Bristol City of
Inspection number	10061826
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	19
Date of previous inspection	12 May 2016

The childminder registered in 2005. She lives in Brislington, Bristol. She operates Monday to Friday from 7.30am to 6pm, all year round. The childminder works with assistants, when numbers require, and with her husband, who is also a registered childminder. The childminder has a relevant childcare qualification at level 4. She is in receipt of funding for the provision of free early education for children aged three and four years.

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