

Childminder report

Inspection date: 25 November 2021

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 are happy and keen to settle into play when they arrive at the childminder's home. They develop good relationships with the childminder and her family, and demonstrate being secure in the childminder's care. Children confidently involve the childminder in their play; they cuddle into her and sit on her lap when they need comfort. Children can make their own choices about what they would like to play with. They show confidence as they choose the resources independently and focus on their chosen task. Overall, children behave well and follow routines and instructions. For instance, they join in with tidying away the toys after they have finished playing with them and sit at the table to eat.

Children benefit from plenty of fresh air and exercise, and enjoy outings with the childminder. For instance, children enjoy trips to the park and have recently been to visit the local garden centre to see the Christmas lights and decorations. There were times during the COVID-19 pandemic when the childminder was unable to care for children. She kept in contact with parents and created procedures to keep children and their families safe when they were able to attend again.

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

- The childminder knows the children well. She works closely with children's parents to gather key information about children's routines and learning needs when they first start attending her setting. The childminder observes children and provides activities for them to take part in. However, on occasions, planned activities are too complex for children as the childminder does not consider their capabilities and what they need to learn next.
- The childminder is skilled at supporting children to develop their language and communication skills. For instance, the childminder introduces new words as she plays alongside children to extend their vocabulary. Younger children confidently talk to the childminder as they play alongside her. However, she does not extend this to help children to learn how to express feelings and emotions in an appropriate way. When children become frustrated they struggle to express themselves.
- Parents say that they are happy with the care that their children receive. Parents report that the childminder is kind and caring; they say that their children enjoy the outings that the childminder provides. The childminder works with parents to keep them informed about their children's learning so that they can support them at home.
- The childminder promotes children's physical development well. She encourages children to take on challenges as they show an interest in being physical. Younger children concentrate as they play games of catch with the childminder. They challenge themselves to have more of a distance and to use one hand

instead of two. Children clap and cheer as they catch the ball.

- The childminder supports children to learn about what it is to be healthy and to follow good hygiene practices. For instance, children excitedly dance and rub their hands together as they listen to the handwashing song. The childminder talks to the children about the importance of washing their hands before they eat and children learn about good oral health.
- The childminder uses the children's interests to reflect on and evaluate her environment. Since her last inspection, she has created a comfortable area for children to sit and explore books. She has created low shelves so that the children can choose from the range of books independently.
- The childminder promotes children's mathematical development well. She carefully introduces mathematical language into children's play, helping them to learn about concepts, such as, big, small, heavy, and light. Children copy the childminder and count and say number names as they play.
- Children enjoy being imaginative and the childminder supports this well. For instance, together, the childminder and children check the doll's nappy, and wrap up dolls to keep them warm. Children carefully carry the dolls and pretend to feed them their bottles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She is aware of signs that might indicate that a child is at risk of harm and she has good procedures in place to monitor children's well-being. The childminder knows the procedures to follow should she have any concerns about children's welfare. She works closely with other professionals to support children and their families. The childminder talks to children about risks as they play, so they can learn to keep themselves safe.

What does the setting need to do to improve?

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

- support children to understand how to express their feelings and emotions in an appropriate way
- make better use of information gathered on children to target teaching more precisely.

Setting details

Unique reference number	EY345434
Local authority	Bristol City of
Inspection number	10061828
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 2006 and lives in Bishopsworth, Bristol. She holds an early years qualification at level 3. The childminding service operates Monday to Friday, from 8am until 5pm, throughout the year.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the childminder's setting and has taken this into account in her evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out a joint observation of an activity with the childminder.
- The inspector sampled some documentation.
- The inspector took in to consideration the views of the parents.

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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