

# Childminder Report

**Inspection date**

11 October 2016

Previous inspection date

6 August 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | Previous inspection:    | Requires Improvement | 3        |
| Effectiveness of the 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

### This provision is good

- The quality of the childminder's interactions with children is consistently good. Children are keen to join in with activities and they behave well.
- The childminder uses assessment well to help children make good progress. She monitors and tracks their progress effectively and adapts her provision to help children catch up where necessary. For example, she has planned more opportunities to support children's mathematical development.
- The childminder has developed positive relationships with parents and other professionals. Children receive continuity in their care and learning.
- The childminder reflects on her practice and evaluates her provision. This supports her to build on her strengths and identify areas for improvement.

### It is not yet outstanding because:

- At times, toys and resources are disorganised and this makes it difficult for children to independently find the things they want to play with.
- On occasion, the childminder does not recognise when to give children freedom to explore their creative ideas.

## What the setting needs to do to improve further

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

- monitor the organisation of the learning environment more effectively so that children can select items more easily to extend their play and learning as fully as possible
- give children more opportunity and freedom to explore and follow their creative ideas.

### Inspection activities

- The inspector observed the childminder's interactions with children indoors and outdoors.
- The inspector looked at a range of documentation, including children's learning journals.
- The inspector conducted a leadership and management discussion with the childminder, including reflecting on the impact of teaching.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues. She effectively improves outcomes for children through the positive evaluation of her provision. For example, she has identified training programmes that are in direct response to children's needs. The childminder has reorganised her assessment procedures to ensure she is carefully planning experiences that present children with challenge across all areas of learning. Children develop skills that prepare them for their move on to school. For example, they learn to put on their own boots, do up their coats, and engage confidently in conversations. The childminder builds positive links with other professionals and settings. Children benefit from a coordinated approach to their learning and care requirements.

### Quality of teaching, learning and assessment is good

Children have plenty of opportunities to develop their mathematical skills. For example, they concentrate well as they fit puzzle shapes together and solve simple problems. The childminder skilfully extends children's mathematical vocabulary, for example, by introducing words such as 'next', 'before' and 'after'. Children are very eager to take part and get involved in the opportunities available to them. For example, they run and negotiate space in the garden and improve their skills of observation as they collect leaves together. The childminder uses her qualifications and experience well to support children's learning. For example, when children pretend to be hairdressers, she encourages them well to develop a story and use their imaginations.

### Personal development, behaviour and welfare are good

Children are happy and kind, and their behaviour is good. For example, children help each other hunt for leaves in the garden and are excited when their friends find a big one. Children develop their ideas and understanding as they play. For example, they make a range of elaborate patterns with blocks and explore symmetry and shape. Children have plenty of opportunities to play outdoors and get fresh air and exercise. The childminder has built firm emotional attachments with children and this helps them to play in a settled and confident way.

### Outcomes for children are good

All children develop a love of learning and positive skills in readiness for school. They are respectful and affectionate towards each other. Children listen well and understand what is expected of them. They enjoy their time in the caring and warm environment and make good progress.

## Setting details

|                                    |                                                     |
|------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>     | EY394641                                            |
| <b>Local authority</b>             | Bristol City                                        |
| <b>Inspection number</b>           | 1057796                                             |
| <b>Type of provision</b>           | Childminder                                         |
| <b>Day care type</b>               | Childminder                                         |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 1 - 3                                               |
| <b>Total number of places</b>      | 6                                                   |
| <b>Number of children on roll</b>  | 4                                                   |
| <b>Name of registered person</b>   |                                                     |
| <b>Date of previous inspection</b> | 6 August 2015                                       |
| <b>Telephone number</b>            |                                                     |

The childminder registered in 2009. She lives in Ashton, Bristol. The childminding service operates Monday to Thursday from 8am until 5.30pm throughout the year.

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