

Childminder Report

Inspection date

31 October 2016

Previous inspection date

11 March 2013

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

- Overall, the quality of the childminder's interaction with children is good. Children behave well and get really involved in the activities that are available.
- Through well-identified training programmes the childminder, her co-childminder and assistant have recently learnt to monitor and track children's development effectively. They adapt planning successfully to help children catch up where necessary. Assessment is used well to help children make good progress.
- The childminder has positive and effective relationships with parents and other professionals. This helps to support continuity in children's care and learning. This is particularly positive for children who have special educational needs or disability.
- The childminder makes well-considered and targeted improvements to her setting. For example, together with her colleagues, she has developed two well-resourced playrooms where children select toys and improve their self-help skills.

It is not yet outstanding because:

- Children are sometimes kept waiting, particularly during changes in the daily routine, and become bored and unsettled.
- Although communication and language are promoted well overall, the childminder and her assistant sometimes miss good opportunities to encourage children to contribute during conversations.

What the setting needs to do to improve further

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

- review and improve the organisation of the daily routine to reduce the time that children have to wait between some activities
- make even better use of opportunities that arise to extend children's speaking skills.

Inspection activities

- The inspector observed the childminder's interactions with children indoors and outdoors.
- The inspector looked at children's learning journals and the safeguarding policy.
- The inspector spoke with children and considered the written views and opinions of parents.
- The inspector conducted a leadership and management meeting and a joint observation with the childminder.

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 and safeguarding procedures to support children's safety and welfare. Overall, the childminder evaluates the quality of her setting effectively and this improves outcomes for children. For example, she has developed a mud kitchen in the garden where children are able to explore and make links in their understanding. Children develop a range of skills that will help them as they move on to school. For example, they use well-developed table manners, share ideas and treat each other with respect and kindness. The childminder carefully monitors the practice of her assistant and uses supervision meetings well to aid her continual and effective professional development. This has a positive impact on outcomes for children.

Quality of teaching, learning and assessment is good

Children develop their observational skills. For example, they go on a bug hunt in the garden and learn to look closely and carefully at living things. Children engage in plenty of exploratory play that reinforces their understanding. For example, they slot balls into a cone and use the opportunity to develop their counting skills. Children play with toy snakes, using shredded paper to build them a home and tell stories. The childminder uses her experience well and understands when to give children the opportunity to play with independence. For example, children use their imaginations and develop a game around a pirate ship, working together to build up a story.

Personal development, behaviour and welfare are good

Children are very confident and secure. For example, they are happy to take themselves off to bed after lunch and settle easily. Children are helpful and kind. For example, they help each mix colours in foam and play really enthusiastically with each other. Children build firm emotional relationships with the childminder. For example, she is able to settle them when they are hungry and distract the youngest children until their meal is cool enough to eat. Children have plenty of opportunities to play outdoors and benefit from outdoor visits, exercise and fresh air.

Outcomes for children are good

Children develop positive self-help skills in readiness for school. For example, they help clear away at lunchtime and learn to put their shoes on. Children behave extremely well and enjoy all of the activities available to them.

Setting details

Unique reference number	EY399742
Local authority	Bristol City
Inspection number	1062317
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	15
Name of registered person	
Date of previous inspection	11 March 2013
Telephone number	

The childminder registered in 2009 and works in Southmead in Bristol. She employs an assistant and works alongside another childminder. The childminder operates on weekdays all year round except for bank holidays.

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