

Childminder report

Inspection date: 20 January 2025

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 develop close bonds with the friendly, enthusiastic childminder. They show that they feel safe and secure. Babies explore the well-resourced playroom using their senses, encouraged by the watchful childminder, who is on hand to provide support as needed. They develop their mobility and coordination skills well. For example, they crawl at speed and pull themselves up to kneel to observe or join in activities with older children. They then explore coloured bangles and confidently stack them onto a wooden post.

Children are familiar with the routines of the day and are keen to explore the activities that the childminder plans to promote their learning. Children of all ages join in group activities with enthusiasm, for example singing time. They choose musical instruments, which they shake with vigour, and take turns to choose nursery and number rhymes. They join in with the actions, and some children sing along with the childminder. Children are actively encouraged to develop their language skills. The childminder provides a narrative to their play and introduces new vocabulary. She makes good use of songs, rhymes and stories to foster children's language development. She instinctively nurtures children who are less confident in speaking and responds well to their non-verbal communication.

Children behave well. They listen to and follow the childminder's instructions and are taught to use good manners. They learn to play cooperatively and share resources. The childminder teaches children how to keep themselves and others safe. For example, older children learn to check that babies are at a safe distance before they use 'wobble' and 'balance' boards to practise their jumping and balancing skills.

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

- The childminder meets children's care needs effectively. She makes sure children all eat healthily. She encourages independent toileting and hand washing. Babies' comfort is assured with regular nappy changes. The childminder responds sensitively to signs of tiredness and ensures that babies and children nap according to their needs and as agreed with parents. The childminder plans activities to promote children's oral health. For example, children learn how to brush the toy hippopotamus' teeth to help them learn that toothbrushing is important.
- The childminder has a good overview of the effectiveness of her planned curriculum. She knows each child's needs, abilities and interests, and, overall, she plans a curriculum that takes good account of this knowledge. She supports children who need extra help to meet their full potential very well. However, the childminder does not extend the learning of most-able children effectively. For

example, children enjoy engaging in a planned activity to encourage colour recognition. However, the childminder does not challenge children who already know and can name colours.

- The childminder actively incorporates counting and mathematical concepts relevant to children's age and stage of development. For example, they discuss the concept of 'full', 'big', 'small' and simple shapes as children go about their play.
- Children receive good support to develop independence skills from a young age. The childminder encourages them to make choices, such as which fruits they would like for snack. They pour their own drinks, help to tidy up and put on and take off their shoes. They learn to put on their coats unaided.
- Children have daily fresh air and exercise. They join the childminder on walks to collect children from the local nursery, enjoy excursions to local parks and walk Jeff, the childminder's dog.
- The childminder uses outings to enhance children's learning. For instance, she takes children to the library, where they choose books to use in the setting and take home to share with their parents. Children learn to develop a love of stories. Additionally, children gain social skills when they attend the local toddler group that the childminder co-runs.
- The childminder works proactively in partnership with parents. They gather initial and ongoing information from parents about children's learning at home. She provides parents with daily verbal feedback about their children's day as well as using daily diaries. She regularly sends photos and videos to parents, informing them about their children's experiences. The childminder also works in partnership with other settings children attend effectively, ensuring that her provision enhances the experiences the children have elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- differentiate planned activities more carefully to take account of each child's abilities to maximise the learning of most-able children.

Setting details

Unique reference number	EY409994
Local authority	Bristol City of
Inspection number	10368600
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	7
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Knowle area of Bristol. She holds a level 3 childcare qualification. She operates all year round, from Monday to Friday, from 8.30am to 6pm. The childminder receives government childcare funding.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The childminder showed the inspector the areas of her home used for childminding. They discussed routines and the planned curriculum.
- The childminder talked to the inspector about the children she cares for and what she wants them to learn.
- The inspector observed interactions between the childminder and the children, and spoke with them at appropriate times during the inspection.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards the children's welfare.
- The childminder spoke to the inspector about how she works in partnership with parents and other settings the children attend.
- The inspector and the childminder evaluated the effectiveness of an activity.

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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