

Childminder report

Inspection date: 15 January 2020

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 settle well in the childminder's home-from-home environment and develop close bonds with her. They are happy and show that they feel safe and secure in her care. Children have many opportunities to learn about the world around them. The childminder regularly takes children on outings in the community to extend their learning experiences. For instance, they visit the park, local shops and a nearby toddler group to participate in messy play activities.

Children are learning to do things for themselves. The childminder supports children's independence and encourages them to complete manageable tasks. For example, they put on their coats and try to zip them up, ready for outdoor play. Children's physical development is supported well. They have daily opportunities to enjoy fresh air and exercise and explore a wide range of age-appropriate resources outside in the childminder's garden. Children learn to take appropriate risks and skilfully negotiate steps with confidence.

Children develop a love and respect for animals. They demonstrate kind and considerate behaviour as they help the childminder to gently groom the pet dog. The childminder reminds children of her expectations for their behaviour. Children listen carefully to instructions and respond positively to the childminder's warm praise and encouragement. This supports children's emotional well-being.

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

- Children display high levels of motivation and enjoyment in their learning. They independently access resources and follow their own interests. The childminder uses her good knowledge of children's individual development to support and extend their learning. For example, as children pretend to cook, she talks to them about what they are doing and encourages them to make links to past learning experiences, such as baking gingerbread for their mummy.
- The childminder supports young children's communication and language skills very well. She speaks slowly and clearly, introducing associative sounds, such as 'snap, snap' as children play with pretend animals. The childminder mimics the sounds children make and sensitively repeats words to young children. This helps to support their emerging speech.
- The childminder regularly assesses children's learning and development. She supports children to make good progress by outlining next steps in their learning. However, at times, some of these next steps are not precise enough. Consequently, the childminder is not always able to clearly identify the level of progress children make.
- Children are curious and confident to explore their surroundings. They learn about cause and effect as they press buttons on technological toys and listen

carefully to the different sounds they make. Children recognise when buttons do not work and take pride in helping the childminder to fix toys by twisting the screwdriver so the childminder can change the batteries.

- Partnerships with parents are effective. Parents have high levels of regard for the childminder and the care she provides. They state that they feel thoroughly informed about how their children are progressing and appreciate the childminder's approachable and friendly nature.
- The childminder promotes children's healthy lifestyles successfully. She encourages healthy eating and works with parents to ensure they provide nutritious snacks and meals in their children's lunch boxes. The childminder supports good personal hygiene and helps children with handwashing routines. She teaches children the importance of washing germs off their hands before eating their snack.
- The childminder provides good opportunities to support children's understanding of mathematics. For example, children learn to recognise quantity and compare size as they collect stones in the garden. The childminder introduces mathematical language, such as 'bigger', 'smaller' and 'heavier', to prompt children's thinking further.
- The childminder completes all mandatory training, including paediatric first aid and safeguarding. However, she has not yet established a focused professional development plan to increase her knowledge and skills further, and raise the quality of care and education to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of child protection and safeguarding procedures. She is able to identify the possible indicators of abuse and neglect, and has a good understanding of the procedures to follow if she has concerns about a child's welfare. The childminder checks the environment on a daily basis to make sure that it remains a safe place for children to play. She teaches children how to keep themselves safe. For example, when on outings, she teaches children to stop, look and listen before crossing the road.

What does the setting need to do to improve?

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

- identify more precise next steps in learning for children, in order to track the progress they make even more closely
- sharpen the focus of professional development to help enhance knowledge and skills further, and raise the quality of care and education to an even higher level.

Setting details

Unique reference number	EY416542
Local authority	South Gloucestershire
Inspection number	10071960
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2010 and lives in Patchway, Bristol. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The inspector had a tour of the premises and invited the childminder to take part in a joint observation.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She held discussions with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback.

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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