

Childminder report

Inspection date: 10 October 2024

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this homely environment that the childminder creates for them. Children have strong attachments with the childminder. They seek her out for cuddles and enjoy interactions with her. They confidently explore the environment, seeking preferred activities, and they engage in play with purpose.

The childminder has worked hard to improve her provision since the last inspection. She constructs and delivers a meaningful curriculum that focuses on children's next steps for learning. For example, as the childminder has a young cohort of children, she is focusing on developing their language and communication skills. She uses lots of rhymes and stories to promote this. For example, the childminder excitedly reads children a favourite story about zoo animals. They shriek with excitement as they lift the flaps in the book, label the animals and share the sounds they make. The childminder is careful to ensure all children get a turn. She copies their words and sounds to support their pronunciation, and she praises their achievements.

The childminder teaches children how to stay safe and provides them with experiences in the wider community. She takes children to the local farm and toddler groups, where they learn to socialise with others and how to keep safe outside of her home. Children eat meals together at the table. The childminder sits with children and talks to them about the importance of being seated while they eat to ensure they do not choke.

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

- The childminder has sought support from external agencies to enhance her practice since the last inspection. This helps to ensure that she is delivering good-quality learning for children in a safe environment. For example, the childminder has worked closely with the local authority to review the organisation of her provision. This has enabled her to ensure children benefit from well-organised learning opportunities. Furthermore, improvements to the support and guidance that the childminder provides for assistants benefit children's learning.
- Parents report that the childminder is kind and caring and that their children love to attend. The childminder works closely with parents to support the whole family unit. She gets important information about any medical needs or allergies when children start and ensures these remain correct by communicating with parents regularly. Parents are kept up to date with their children's care and learning via an online system and discussions at the beginning and end of each day.
- The childminder provides children with lots of opportunities to develop their

physical skills. At snack time, children develop the strength in their hands when the childminder supports them to cut up fruit and peel satsumas. In the garden, children develop confidence in their large physical movements when they climb steps to the slide and ride on scooters and balance bikes.

- The childminder knows all her children well. She provides them with the support they need to make good progress in their learning. For example, the childminder develops children's independence with their self-care and hygiene. Children that begin to toilet train have access to various potties, and the childminder talks to them about the importance of using the potty. She extends this to children that are not quite ready for this stage yet by changing their nappies in the toilet area, and she supports them to wash their hands regularly to remove any bacteria that might make their tummies poorly.
- Children create good relationships with their peers and enjoy playing with each other. At snack time, they call their friends' names to ask them to sit next to them. However, the childminder does not always talk to children to help them understand the impact of their actions and provide them with strategies to help them manage their emotions. For example, at times, children become overwhelmed, and they take toys from others or push them. When their friends become upset, they quickly say sorry and give them a cuddle. However, they are not helped to understand why this behaviour is unkind and the impact of it.
- The childminder offers children a range of opportunities to learn and explore. She plays with them and gets them excited about learning. For example, children explore sensory squares with their feet. She praises children for having a go and introduces vocabulary like 'shiny' and 'glittery' for children to hear, and some attempt to copy her. When the childminder blows bubbles for children, she counts 'one, two, three,' introducing mathematical language.

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:

- support children to learn to manage and understand their own emotions and learn the impact their actions may have on themselves and others.

Setting details

Unique reference number	EY418821
Local authority	Bristol City of
Inspection number	10354471
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 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	21 May 2024

Information about this early years setting

The childminder registered in 2011 and lives in Bristol. She operates each weekday from 8am to 6pm. The childminder works with assistants. She holds a relevant qualification at level 5. The childminder offers government-funded places.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity.
- Parents shared their views of the setting with the inspector.

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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