

Childminder report

Inspection date: 22 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 thoroughly enjoy the rich-learning experiences that the childminder plans. They show great enthusiasm in their play and are motivated to learn. Children say they have a lot of fun with the childminder and particularly enjoy craft activities. The childminder plans many opportunities for children to be creative. For example, they make salt dough heart shapes and birthday cakes. They love to draw and colour, and with good support from the childminder, children practise their early writing skills. They use their imagination and role play based on first-hand experiences, such as role playing dressed as princesses, and check over their dolls and adult 'patients' using the doctor's kit.

Children receive good support from the childminder to gain independence and help prepare them for the move on to school. They learn to dress themselves and manage their personal hygiene. They make choices in their play and select resources. They cut with scissors, use equipment to cut paper shapes and use knives safely to cut the salt dough they make.

Children are encouraged to adopt healthy lifestyles. The childminder encourages children to drink plenty of water, and they enjoy the healthy snacks she provides, showing a willingness to try new foods. They demonstrate their physical skills as they run around, dance, climb, balance and do forward rolls.

Children behave well. They listen to and follow the childminder's instructions and are taught to use good manners. They learn to take turns and share resources.

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

- The childminder fosters children's communication and language development well. She talks to children about what they are doing, introduces new vocabulary and asks questions to encourage conversations. She provides extra support to help younger children to pronounce words clearly and responds to their babbles and non-verbal communication. Older children are very chatty. They confidently talk to visitors, recalling what they like to do, their favourite princess characters and about past experiences.
- The childminder encourages children to develop a love of books. Children freely select books that they look at themselves and are keen to share with the childminder and visitors. The childminder also regularly takes children to the library to encourage their early reading skills.
- The childminder instinctively encourages children to learn mathematical concepts, and children make very good progress in this area of learning. Two-year-olds are keen to count and sort items according to colour. Older children count confidently to 10 and beyond. The childminder poses questions to foster

children's mathematical thinking, encouraging them to think about size and shape, and quantity and weight. Children learn to measure as they cut lengths of string to their height. Four-year-olds create reoccurring patterns as they thread pasta to make 'necklaces'.

- Children benefit from the many outings that the childminder plans. They regularly attend childminding groups where they develop their social skills further. They enjoy plenty of fresh air and exercise when they go for local walks and visits to parks and woodlands with the childminder. They thoroughly enjoy forest school activities to explore and investigate the natural environment, gaining an understanding of the world.
- The childminder establishes good partnerships with parents. She provides them with daily feedback about their children's day. She regularly sends photos to parents to show their children's experiences. Parents praise the support the childminder gives their families. They attribute much of the good progress children make to the childminder, particularly in their language development.
- The childminder works effectively in partnership with other settings children attend, sharing information about children's learning, to ensure that her provision enhances the experiences the children have elsewhere.
- The childminder has a good overview of the effectiveness of her provision. She relates well to the children in her care. She knows each child's needs, abilities and interests and, overall, plans a curriculum that takes account of this knowledge well. Although the childminder knows the boys learn best through active learning, her curriculum is not tailored fully to reflect this and, at times, boys lack interest in the planned group activities.

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:

- adapt planning and implement a more effective curriculum that takes greater account of children's individual learning styles, particularly boys, to extend their learning further.

Setting details

Unique reference number	EY443545
Local authority	South Gloucestershire
Inspection number	10368604
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	2 to 4
Total number of places	5
Number of children on roll	6
Date of previous inspection	27 March 2019

Information about this early years setting

The childminder registered in 2012. She lives in the Warmly area of Bristol. The childminder works Monday to Thursday, from 7.30am until 5.30pm, all year round. The childminder receives government childcare funding.

Information about this inspection

Inspector
Linda Witts

Inspection activities

- The childminder showed the inspector the areas of their home used for childminding. They discussed routines and the planned curriculum.
- The inspector observed interactions between the childminder and the children.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector evaluated the effectiveness of a planned activity.
- The inspector looked at evidence of first-aid training and discussed how the childminder safeguards children's welfare.
- The inspector read testimonials from parents and took account of their views.

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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