

Childminder report

Inspection date: 5 March 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 arrive happy and show their absolute delight when they see the childminder. They are keen for parents to leave so they can play with their friends. The childminder warmly greets children with smiles and shows a genuine interest in how they and their parents are. Children have extremely strong attachments to the childminder, and this is evident in their positive interactions. Children know to take off their shoes and hang up their coats on their pegs. They immediately feel at home as they choose what toys they want to play with. The childminder's home is safe and clean. There are no steps inside the property.

Partnerships with parents are good. Parents report that they are extremely happy with the care provided. Children behave very well. The childminder is a good role model. She has a calm and kind approach, and teaches children to share and to be kind to each other. Children say that 'sharing is caring'. They play together and resolve any disagreements they may have. The childminder has a strong focus on children's emotional well-being. She talks to the children about feelings. She asks them each morning how they are and uses visual cards to help them understand different emotions.

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

- The childminder gathers useful information about children before they start. She works closely with parents to learn about children's interests, likes and dislikes. The childminder supports children whose first language is not English exceptionally well. She speaks Somali and uses words from children's home language to help them feel safe and secure.
- Children enjoy a range of healthy snacks. The childminder makes sure that they drink plenty of water to keep them hydrated. She teaches children about the importance of washing their hands with soap and hot water to reduce the spread of infection.
- The childminder helps children to develop a positive sense of themselves. She teaches them about people's similarities and differences. The childminder has resources that show non-stereotypical roles as well as positive images of people with disabilities. Children learn about tolerance and that everybody can fit in and belong.
- The childminder talks with the children and listens intently to what they say. She provides them with lots of opportunities to express themselves. Some children have made very good progress with their speech and language since attending. However, the childminder does not consistently extend children's vocabulary to help them make the best possible progress in speaking.
- The childminder does not have a garden, so she makes sure that children go outside each day. Although children have opportunities to be physically active,

the childminder does not consistently plan activities outside that meet children's needs. For example, children do not wear appropriate clothing to enable them to enjoy climbing on apparatus when it is wet.

- The childminder has an accurate view of what she does well. She embraces training opportunities and shows a commitment to make continuous improvement. The childminder has attended training in understanding and managing challenging behaviour. As a result, she uses positive reinforcement and praise, which has had a significant impact on children's behaviour.
- The childminder incorporates mathematics into everyday language. For example, she talks to children about play dough being flat, round and long. Children count the pieces of apple and the steps when they go outside.
- The childminder reads lots of interesting books to the children. She has story sacks and laminated cards that help maintain children's interest. She pitches stories at the right level to keep children engaged. Children love listening to 'Brown bear, brown bear' and anticipate what is going to happen next. They know what the different animals are and learn about colours.
- Parents are extremely complimentary about the care provided. They report that their children are happy and safe and always want to go to the childminder even on days they are not attending. Parents state that they really value the childminder and that children have lots of opportunities to be creative.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently attended safeguarding training and knows the action to take if she has a concern about a child's welfare. She has a good knowledge of wider safeguarding issues such as the 'Prevent' duty. The childminder carries out effective risk assessments to keep children safe. Children learn about road safety. The childminder teaches them to walk sensibly on the pavement and only cross the road when the traffic lights are red and the green man is visible.

What does the setting need to do to improve?

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

- improve planning for outdoors so that children are dressed appropriately and can participate in activities to promote their physical development
- help children expand their vocabulary even further.

Setting details

Unique reference number	EY449509
Local authority	Bristol City of
Inspection number	10060405
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	11 May 2015

Information about this early years setting

The childminder registered in 2012 and lives in a first-floor flat in St Judes, Bristol. She operates Monday to Friday from 7.30am to 6pm, during term time only. The childminder is in receipt of funding to provide free early education to children aged two and three years. She has a relevant early years education and childcare qualification at level 3.

Information about this inspection

Inspector

Vanessa Redmond

Inspection activities

- The inspector spoke with the childminder about how the curriculum is delivered.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The childminder, children and the inspector all went to the local park.
- The views of parents were gathered verbally and through written feedback.
- The inspector observed interactions between the childminder and the children.
- The inspector sampled relevant documentation.

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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