

Childminder report

Inspection date	4 July 2019
Previous inspection date	11 November 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are relaxed and happy in the childminder's care. They clearly enjoy her company and are quickly reassured by her kind, caring and calm nature. She is attentive to their needs and well-being and gives them lots of praise and support.
- The childminder provides children with a stimulating environment, across many of the rooms within the ground floor of her house and outside in her garden. Children have lots of choice and easy access to a wide variety of activities, toys and resources, motivating them to explore and follow their interests.
- The childminder patiently supports children's behaviour and social skills. Her prompt interaction and positive encouragement quickly disperse any minor disagreements. She helps children begin to manage their emotions and understand the needs of others. They enjoy the company of other children and learn to share and take turns.
- The childminder takes time to encourage children's independence, empowering them to take on practical challenges and doing things for themselves. Children develop their hand-to-eye coordination well. They gain dexterity and strength that will support their early writing skills, such as using one-handed tools, threading items and persisting to use fasteners on clothing.
- Children develop positive attitudes towards learning and make good progress. They gain the skills they need to start pre-school and school. The childminder observes children as they play and makes regular assessments of their development. She uses this information to help her to plan for the next steps in their learning.
- The childminder does not always clearly share information with parents about their children's overall development and consistently gain information on children's achievements at home to inform her future planning.

What the setting needs to do to improve further

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

- refine the sharing of information with parents about children's overall development and consistently gain information from them on children's achievements at home.

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children and childminder at appropriate times throughout the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures, children's development records and planning.
- The inspector observed the children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector took account of parents' written views by reading their comments in letters.
- The inspector discussed the childminder's risk assessments and her self-evaluation process.

Inspector

Rachel Howell

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is familiar with procedures to follow if she has concerns about a child. She actively promotes children's safety and welfare through the careful implementation of her risk assessments, her effective policies and procedures and her close supervision of the children. The childminder evaluates her activities and observes children as they play, adapting and making changes, to provide for their interests and learning needs further. She undertakes training, such as child protection courses to refresh and increase her knowledge. The childminder keeps parents informed of what children have been doing during the day, often sending them photographs electronically. Parents say how reassuring this is, to see their children happy, busy exploring and playing. They say their children make good progress and beneficial friendships and are thoroughly prepared for school.

Quality of teaching, learning and assessment is good

The childminder offers children lots of different activities to inspire them to create and explore imaginatively. For instance, children construct and create small-world train sets completely independently, planning and setting out areas such as stations and tunnels. Children excitedly explore a little role-play shop the childminder has set up for them. The childminder's animated, playful interactions engage children effectively. She is skilled at encouraging their thinking and uses carefully worded probing questions to encourage them to name items and discuss their characteristics and uses. The childminder has good links with other childminders whose provision children also attend, contributing to a shared approach to the support children receive.

Personal development, behaviour and welfare are good

The childminder places a strong emphasis on helping children to develop their understanding of the world. For instance, children learn about the life cycles of insects and how things grow. They relish picking raspberries for their snack, from the plants in the childminder's garden, and take great care not to squash them. The childminder takes children out into the community everyday, such as trips to the library, local parks and play-based groups. She takes them on bus trips into the centre of the city. She also attends outdoor learning sessions all year round with the children, to help them learn about and explore the natural world. The childminder also links with other local childminders frequently, to provide further activities for the children and to enable them to socialise and play with children of a similar age.

Outcomes for children are good

Children's literacy skills develop very well. For example, they are eager to join in an interactive story time, sharing their knowledge and taking turns to tell the story using the resources available. They learn to use books and posters as a source of reference, such as to compare and match different vegetables, types of butterflies or dinosaurs, and identify them successfully. Children develop their mathematical skills in the context of their play and exploration. For instance, they count items in their shopping baskets and compare this to the numbers on the shopping lists they have.

Setting details

Unique reference number	EY457848
Local authority	South Gloucestershire
Inspection number	10071971
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 November 2015

The childminder registered in 2013 and lives in Oldland Common, South Gloucestershire. She operates all year round from 7am to 6pm, Monday to Thursday, during school term times only. The childminder provides funded early education for children aged three and four years.

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