

Childminder Report

Inspection date

5 January 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the 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 actively involved in their learning and encouraged to make choices. They persevere with tasks and show sustained interest in favourite activities.
- The childminder makes accurate assessments of children's progress and their next steps in learning. She provides a broad and balanced range of well-planned experiences to help children make good progress from their starting points.
- Children benefit from the childminder's strong focus on maintaining their health and safety at all times.
- The childminder interacts well with the children, especially to support their developing communication and language skills and mathematical understanding.
- The childminder uses effective systems to evaluate her provision and monitor children's progress and she sets realistic targets to drive improvement.

It is not yet outstanding because:

- The childminder does not always make the most of opportunities to extend children's thinking and encourage them to develop their creative ideas fully.
- The childminder does not always gather as much information as possible about what children are learning at home, to help her plan activities that match each child's needs and interests even more closely.

What the setting needs to do to improve further

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

- strengthen children's good thinking skills by providing even more challenge and support for them to develop their ideas fully
- obtain more information from parents about children's learning at home in order to improve the planning of activities further.

Inspection activities

- The inspector observed children playing inside and the childminder's interactions with them.
- The inspector completed a tour of the rooms used for childminding.
- The inspector sampled documentation, including the written views of parents, the childminder's self- evaluation and children's assessment records.
- The inspector spoke with the childminder and children at convenient times during the inspection.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has robust systems to ensure the suitability of her assistant and provides relevant support and guidance for her professional development. The childminder has a good understanding of her responsibility to report any child protection concerns about a child to appropriate authorities. The childminder forms strong partnerships with parents. She shares good information with parents about the setting, their children's achievements and how to support learning at home, which parents greatly appreciate. The childminder evaluates her provision well to find ways to improve learning and development outcomes for children. For example, she has recently reorganised the environment to enable children to reach toys and resources more easily, to give children more free choice and encourage them to be even more independent.

Quality of teaching, learning and assessment is good

The childminder's use of training and her positive interactions help children to develop their communication and language skills successfully. For example, she lengthens children's sentences and uses repetitive language effectively as they play. Children enjoy activities that capture their interest and help them to develop good fine motor skills. They show fascination in how things work and are motivated to explore further. Children listen to and follow instructions well. For example, they confidently fill a toy conveyor belt with dough and pull the lever carefully to make different shapes, showing that they understand how to use mechanical equipment safely. Children thoroughly enjoy exploring sound. For example, they use instruments to accompany familiar rhymes and sway in time to the music.

Personal development, behaviour and welfare are good

The childminder gains good information from parents to help children settle. For example, she uses photographs of family members to reassure children and build positive attachments to secure their emotional well-being. Children develop good awareness of the similarities and differences between themselves and other living things. For example, young children keenly point to a toy reindeer's teeth and compare them to their own as they count them. Children are aware of their own personal needs and the childminder teaches them good hygienic practices. They also learn to keep themselves safe. For example, children are able to identify the safest routes to the park and they learn to assess risks as they balance and climb on the large equipment. Children behave very well. The childminder uses her training effectively to support young children to learn turn-taking skills, preparing them well for their next steps in learning.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They gain good skills in preparation for their future learning.

Setting details

Unique reference number	EY476280
Local authority	Bristol City
Inspection number	966660
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	9
Name of provider	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014. She lives in Broomhill, Bristol. The childminder works with an assistant. Childminding takes place each weekday from 8am until 6pm throughout the year. The childminder is working towards an early years qualification at level 3. She is in receipt of funding for early education for children aged two years.

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