

Bristol Childminding Times

Celebrating & Inspiring

Issue 1, September 2023



READ ALL ABOUT IT!!!

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Introducing your new Childminding Support Lead

To all the Childminders of Bristol, I am really excited to share with you that I have been appointed as the 'Childminding Support Lead' for the Childminding Support Team.

I am grateful for the opportunity to lead such a strong team and am passionate about ensuring the Childminding Workforce are recognised for their commitment to delivering a high standard of Early Years Education within their own homes.

I look forward to working with you all over the course of your Childminding Journey.

Lucy



Your Childminding Support Team



Lucy Dale
07786 660809



Joanne Dennis
07884 735983



Rosie Coulstring
07585 887802



Julia Harkess
07443 753909

Please email us at cmsupport@bristol.gov.uk if you have any queries or if you would to arrange a supportive home visit

Your Childminding Hubs.

There are three Childminder Hubs in Bristol which take a lead in the development of excellence in childminding practice. They co-ordinate all the childminding groups across Bristol.

North Bristol Childminding Hub

Hub Lead:
Rosie Coulstring



Contact:
rosie.coulstring@bristol.gov.uk

East/Central Bristol Childminding Hub

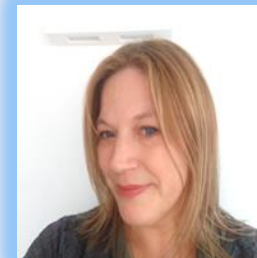
Hub Lead:
Jane Francis



Contact:
jane.francis@bristol-schools.uk

South Bristol Childminding Hub

Hub Lead:
Lucy Dale



Contact:
lucy.dale@bristol.gov.uk



Introducing Caroline, Childminding Network Lead for the Bristol & Beyond Stronger Practice Hub.



Hello, I'm Caroline Vans and I am thrilled to introduce myself as the Childminding Network Lead for the Bristol & Beyond Stronger Practice Hub (SPH). <https://beyth.co.uk/sph/>

I have been childminding for eight years and have worked in early years for twenty years, so I really value and fully understand the amazing work that childminders do supporting our youngest children and their families. I believe you are strategically placed to offer quality childcare and improve outcomes for all the children you work with.

As the network lead for the Stronger Practice Hub, I am really keen to involve as many childminders as possible in creating a strong network across our region. I would encourage you all to subscribe to the Stronger Practice Hub (<https://beyth.co.uk/sph/>). Make sure you let us know on there that you want to be part of the Childminders' Network. You will gain access to our free training, social media sites and network events.

As part of our Childminder Network offer, I hope to include some sessions where you can attend with the children and hopefully some discounted visits to local attractions.

The aim in Bristol is to provide extra support alongside the brilliant Bristol Childminding Support Team.

All the Stronger Practice hub training opportunities are on our website, and on the Bristol Early Years Calendar [Bristol Early Years – Calendar](#). They include some inspiring sessions focusing on working with babies and emotion coaching. All the training will follow the values of the SPH, to promote high quality Early Years Education and improve leaders, quality improvement and provision.

I would also like to encourage practitioners to take an active role if there is any training they would be keen to deliver as peer-to-peer support and we are always on the lookout for examples of high quality practice we can share across the network, or practitioners willing to host visitors.

If you have any queries or requests for support, please contact me at: CMnetwork@beyth.co.uk

Spotlight on our Senco – Rachael Clelland



Rachael Clelland is an Early Years Inclusion Officer and is the SENCO (Special Educational Needs Coordinator) for Bristol childminders.

Rachael has devoted her career to working within the Early Years sector, specialising in SEND and inclusion and has built up a wealth of knowledge and experience. Rachael is a fantastic resource for childminders to use if they have and concerns about a child within their care. Rachael explains that she appreciates the issues of working alone as a childminder can be when you are worried about a child and as such *“because it’s a lone worker job without colleagues to consult with, support you or back you up, I want to be someone they can turn to and have a professional discussion with”*.

Rachael sees her role providing a variety of support to childminders who have contacted her, depending on the need and the different scenarios. Rachael can be contacted via email or telephone and at the initial conversation will ask questions to get some background information on the child *“so that I could get a picture of the child and from there the usual process would be that I would do some signposting and advice, giving some ideas and strategies”*. To be able to offer this support Rachael needs to have an understanding of the child and his/her development *“I would be asking how the child plays, things that have been noticed, how the child communicates and then I would unpick what the areas of development would be for the child and then I might suggest a few things to try and then review it after a certain period. All of this would depend on the age of the child, the picture of their development and just trying to unpick the differences between the child they are concerned about and other children of the same age”*.

The key thing for Rachael is to be able to get a comprehensive view of the child and to do this she might ask the childminder to do observations *“just observing the child in different scenarios, in different ways, to do a bit of information gathering, then we would set a date for a review”*. Should Rachael deem it necessary, she has the ability to make referrals to enable children to access individual support from Bristol’s team of Early Years Inclusion Practitioners.

As childminders, there are responsibilities pertaining to the EYFS statutory guidance and Rachael appreciates that whilst childminders might be clear on these, they might not be so familiar with the SEND Code of Practice. With this in mind Rachael is able to advise childminders to their responsibilities regarding this, ensuring that they are keeping appropriate records and making adequate adjustments where necessary.

Rachael also provides training for childminders, including Makaton. Rachael is a big advocate of Dingley’s Promise and would like childminders to have completed the Inclusive Practice Module and then Rachael would provide a follow up session *“to contextualise and Bristolise it a bit. To be able to explain how the things it mentions in the training happen in Bristol and the support that’s available as well.”*.

“As a childminder without an assistant, I am a lone worker which at times can feel isolating. In Rachael I found a colleague which opened up professional dialogue which I was lacking in my context. Not only did Rachael give me brilliant ideas, websites and contacts for the issues I had described, but she supported me amazingly through a situation which I was finding difficult to navigate. Rachael is a fantastic resource for childminders and I’m grateful to be able to contact her when I need support.”

Ally, Bristol Childminder

Would you like to build more inclusion in your setting?

Do you want to make sure children with SEND have the best chance to play and learn alongside their peers?

Bristol's SEND CPD offer for Childminders moving forward will be structured around this Inclusion Programme. Childminders are encouraged to register [here](#) for the online training and we will provide a session in September 2023 to follow up on the training and to add local context. The Training Programme is part of a wider project that we are excited to be working on with Dingley's Promise. Should you require further information, please email your Childminding Support Worker or training@dingley.org.uk depending on the nature of your query.

I found Dingley's Promise really worthwhile training. It offers comprehensive and in-depth modules which promote reflective practice, empowering practitioners to support children's individual needs. There are options to access useful links to further learning opportunities which foster inclusive practice. Examples of interventions are included in the training which enable practitioners to develop robust strategies to apply in practice. A certificate is available to download and print at the end of each module.

What a Bristol childminder says about her experience of the Dingley's Promise training.

Congratulations!

Lisa Usher
Holly House
Becky Cooper
Cathy Gartside
Kirsty Dola
Simon Jay
Sarah Bryant
Paul Bryant

on their 'outstanding'
inspections and
gradings.

99% of active Bristol childminders are now
graded 'good' or 'outstanding'!

Early Years inspection handbook for Ofsted-registered provision.

This document is full of useful information regarding what to expect at your next inspection. Part 3 of the document provides specific guidance for inspections of childminders. The document is available here [Early years inspection handbook for Ofsted-registered provision - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/early-years-inspection-handbook-for-ofsted-registered-provision)

Ofsted inspections: what EY providers and practitioners need to know

What schools, registered early years providers and childminders need to know about delivering the early years foundation stage (EYFS), and Ofsted inspections under the education inspection framework (EIF)

Childminders: Updated 24 January 2023

<https://www.gov.uk/government/publications/ofsted-eif-inspections-and-the-eyfs/childminders>

Five to Thrive

Five to Thrive is based on a set of five key activities that are the building blocks of healthy communication and brain development: Respond, Cuddle, Relax, Play, Talk. By enjoying these five key activities every day with a child, you are helping a child's brain to grow and supporting their healthy development.



STEP	WHAT'S HAPPENING	IMPORTANCE FOR THE BRAIN
TALK	Creating a narrative and stimulating the left brain.	Develops patterns in the brain for making sense of experience through the use of words and narrative.
PLAY	Processing the activity using positive non-verbal communication and stimulating the right brain.	Develops patterns in the brain for understanding and managing feelings.
RELAX	Supporting someone with attachment needs to relax.	Develops patterns in the brain for self-regulation.
ENGAGE/CUDDLE	Close proximity between two people so nervous systems can match.	Develops patterns in the brain for connecting with others and trusting others.
RESPOND	Being emotionally available for someone.	Develops patterns in the brain for feeling safe and belonging.



To find out more please go to [Priorities - Five to Thrive - Bristol Early Years](#)

Reflections on Level 3 Qualification in Outdoor Practice.



In April 2022 some of our Bristol childminders were fortunate, along with other Early Years professionals, in securing places on the Level 3 Qualification in Outdoor Practice. The course focused on the daily outdoor provision practitioners could provide for children in the Early Years Foundation Stage. The course ran for a whole year. The monthly sessions gave practitioners hands on opportunities to deepen their understanding of child development and the support they could provide to nurture children's well-being, learning and development through experiencing and playing and being outdoors.

Bristol childminders, Lisa and Laura, share their experiences of the course with us. See below.

To find out more about the course please follow this link:
[Outdoors Thinking | The Certificate In Outdoor Practice](#)



Laura's Story

Laura has been co-childminding in a setting in South Bristol for the past 10 years and was keen to increase her knowledge of outdoor learning, so was thrilled to hear about this course and have the opportunity to enrol. Laura loved how the course ran for just over a year, enabling all the seasons to be covered and celebrated.

Laura relished the chance to actively learn outdoors and experience all the opportunities it can offer “The first module was all about us experiencing it ourselves, it was all about mud, water, sand and imaginative stuff, so we were really going right into it. The working and touching the soil was so therapeutic and you could feel the calmness coming over you”.



It was evident to Laura early on in the course how the children at her setting could benefit from all that she was experiencing and learning. The benefits for the children were many, including promoting physical development, well-being and communication “There is so much more awareness of being outside and what benefits there are and what you instinctively know, the course made it a lot more substantial. There is so much research to show that what we naturally do is what we should be doing with them. It’s simple really.” The course enabled Laura to follow through her beliefs that children really deserve to be introduced to the wonders of the natural outdoor environment and the changing seasons, giving her the confidence and knowledge to achieve that.



One of the modules focused on ‘Beyond the Garden Gate’ and Laura was able to connect that learning to the regular walk to preschool that she did with the children; “Just stopping and looking, experiencing the different seasons and just taking much more time doing the preschool walk. Giving ourselves that extra time made the whole thing much more relaxed and the children then relax. You have different conversations with them, you’re looking through holes in fences, those repetitive observations and awareness. There’s a special tree that we always linger and connect with. It all seemed to happen naturally and evolve rather than being forced”. Despite Laura’s setting being an inner city setting she now appreciates all the opportunities that this can provide for children. Thinking how they can still experience nature and the ever-changing landscapes within their community in a meaningful way and how she can promote and respond to the children’s interests accordingly. Laura realised that “you don’t need special equipment, you don’t need anything other than the desire to go outside. Everything just opened up, I relaxed more and felt that this is good’.

As result of doing the course, Laura was able to reflect on her setting and think about how their outdoor space could be adapted to make the most of what was available and to maximise opportunities for children to play and learn outside. She thought about the resources they had, how they could inspire and promote the children's creativity and provide them with the opportunity to be autonomous learners. "There's more awareness from me now. We really need, not just a little bit of sand, we need a lot of sand, or if we're going to do mud, letting the children really explore it". Laura and her colleagues have really considered how to develop the outdoor space, developing it into a space that is inviting and stimulating for the children. More natural materials have been introduced, such as driftwood and pebbles and the addition of an outdoor sink has been a great bonus. "This might have happened but has certainly happened more because of the course".

"I can sit outside and I can feel the energy shift" explaining that having the addition of the outdoor space "is a real win, win situation for everybody. I can see that the longer they are outside, the more they relax".

It is clear that this course has boosted Laura's self confidence and this was demonstrated at her recent inspection, when she could talk knowledgably and passionately about using the outdoor environment to enhance children's learning, the inspector even went on the preschool walk with them!



This course has obviously been a hugely positive experience for Laura and she would encourage anyone, considering enrolling themselves on it in the future to definitely do it. Laura explains how supportive the experience was "Pippa held the course so beautifully. There was so much care and kindness. It was just amazing. I really feel like I'm looking at children with really fresh eyes. There's a connectiveness through the medium of being outside. It's about being present in the moment with the children". Laura is now looking at the way she works in a different light "I feel like the door has opened to these endless possibilities".



Lisa's Story

Having grown up in the countryside, Lisa has always had an appreciation of the natural world and would describe herself as 'outdoorsy', "I've always been interested, I've grown up outdoors. I just love being outside". Having been a childminder for many years Lisa was keen to further her knowledge and understanding of the benefits of outdoor learning and how she could incorporate this into her setting, so was thrilled to be offered a place on the course.



The course has opened Lisa's eyes to different ways of working and as a result she has adapted and changed the resources that she has at her setting, altering the way that they are offered and used, introducing natural materials, stones, pebbles, logs, and shells for example. "I've now gone away from toys with a purpose, I'm now all about loose parts, imagination, critical thinking, thinking outside the box, all of those things". Lisa describes how, following a session on the course, she provided material and ropes, thinking that the children would use these to make dens. However, the children had their own agenda and Lisa enabled them to follow this. The result was, a child pretending to fish, using the ropes and sharing his knowledge and experience of fishing with another child. "**** was sharing his experiences and opening up another world to someone, through imaginative play, who had never experienced it before". This provided Lisa with an observation that she could use for her coursework, enabling her to link it with research, "you read and find something you've read to interlink with the observation you've made on the children".

The course has enabled Lisa to deepen the knowledge she already had about child development and to make sense of how children learn and the benefits that different activities have on different parts of a child's brain. "It's all about the children's vestibular proprioceptive movements, the crawling, the climbing and those sorts of movements, which start different parts of the brain working. So the different parts of the brain, one might be to do with speech, another to do with self regulation and things and if you don't have these things you can't read and write. I love that and that when Ofsted ask about my curriculum I can explain this and how and why I'm giving the children these opportunities. The children will reach their targets because you're firing up their brains to do these things. I found learning about that really interesting".



As well as making changes to her settings outdoor space she has embraced the knowledge that she has acquired from the 'Beyond the Garden Gate' module and ventured further afield, initially going for walks around the neighbourhood "on the walk we found lots of things, they found feathers and this, that and the other. We looked at shadows, thinking about what they looked like. One day it had been raining and there were tyre tracks and the children were working out what might have made them, was it a car, a bike, what was it that made those marks?"



Further into the course, Lisa was given access to a fellow childminder's allotment. She has really appreciated the opportunity to use this with her the children at her setting. The children and Lisa have thrown themselves into planting, weeding and harvesting the fruits of her labours. They've already harvested potatoes, which caused great excitement, beetroot, onions, rhubarb and there's a good crop of pumpkins already looking promising for Halloween. "I've never grown anything before. I planted 9 potatoes and I got 7 to 9 potatoes from each one. I was happy with that." Recently Lisa has fulfilled her dream of getting her own allotment and she has great plans for this. The time Lisa and the children spend on the allotment provides a relaxing contrast to the busyness of everyday life "I just feel happy here".



This course has had a massive positive impact on Lisa, her confidence and the way she works and runs her setting. "It has cemented things for me. I was meant to do it. It has ignited everything for me. Everything I thought I wanted to do I now know I want to do". It is clear that Lisa is passionate about outdoor learning and the many benefits for children. She can see the potential children have to blossom and thrive through her facilitating outdoor learning opportunities for them. As a result of this course and Lisa's passion and commitment to outdoor learning the children's imaginations, curiosity, creativity, health and well-being are flourishing.

Childminding Groups

Some of
the
benefits of
attending a
group.

A chance to network with childminding colleagues.

An opportunity for children to socialise in larger groups.

Access to quality activities and resources.

Support and encouragement from other childcare professionals.

There's always fun to be had!

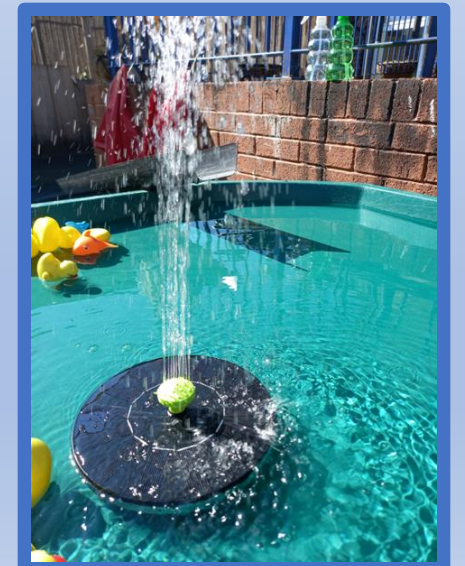
Bannerman Road Childminding Group

Bannerman Road Children's Centre, All Hallows Road, BS5 0HR.

Wednesday 9.30 – 11.00am, term time only.

Growing and Summer Play at Bannerman Road

We have had such fun growing pumpkins, peas, broad beans, lettuce, chard, herbs, fruit trees, sunflowers, wild flowers and strawberries in our little garden! Every week we watch them grow and the children have been in charge of watering!



Knowle West Childminding Group

Knowle West Children's Centre, Leinster Avenue, Knowle, BS4 1NN.

Wednesday 9.30 – 11.00am, term time only.

We have reached the end of term after a busy year. The weather has been mixed but when the sun was shining we made the most of it by having lots of water play. It seems, whatever resources you put out, it is always water and sand that draws the children in.

We have also discovered a new area in our garden, the tree house. Being up high gives the children a different perspective of the world. We have enjoyed singing and playing instruments up there.

It has been lovely watching our minded children get to know each other. The group is the perfect place for them to build their social skills, learning how to interact with others, sharing, taking turns and always guided by an adult who is close by to model what to do.

Thanks to the lovely childminders who come each week. Together we have created a calm, nurturing environment, where children feel safe to explore, make friends, follow their passions, have fun, and find out about themselves and the mark they can make the world.



St Paul's Childminding Group

St Paul's Nursery & Children's Centre, Little

Bishop Street St Paul's BS2 9JF.

Tuesday 9.30 – 11am Term time only.

We caught up again with Bethan from Avon Wildlife Trust. This time we met up in a local park, Mina Road in St Werburghs.

We recently were visited by Scrap Store. Rachel came with trolleys full of amazing loose parts for us to explore and investigate. Both adults and children were engaged all morning!



Stockwood Childminding Group

Stockwood Children's Centre, Whittock Road,
Stockwood, BS14 8DQ.

Wednesday 9.30 – 11 am term time only.

A lot of fun has happened at our Stockwood Group. We celebrated the coronation with a couple of activities, including decorating paper plate crowns. We thought about oral health and teeth cleaning, using laminated mouths, felt tip pens, toothbrushes and toothpaste. Sensory play is always popular, water play and Gelli baffle dinosaur swamps. It was lovely to observe the children working together to produce large pieces of collaborative art, using rolls of lining paper.



Oldbury Court Childminding Group

Oldbury Court CC, Frenchay Road, Downend, Bristol. BS16 2QS.

Tuesday 9.30 – 11.00 am, term time only.

Across our East & Central Childminder Hub groups we have been busy planting and growing and making the most out of our outside spaces at our Children Centre bases.

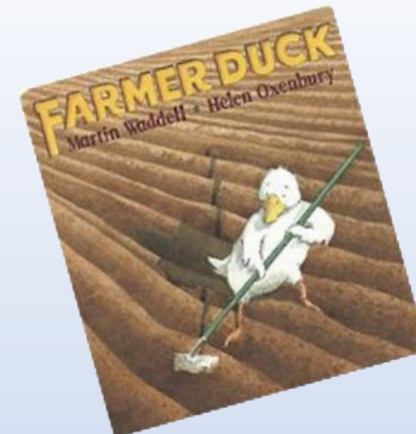
We have also been using core books, story sacks and songs as part of our weekly groups.

Such as:

- Hungry Caterpillar
- Little Seed
- I love Animals
- Farmer Duck

Repeating reading (and singing) core books with props and songs has been really beneficial in developing CLL and Literacy skills.

Our interest in animals informed our end of year visit to Grimsby Farm; we fed animals, made collections and had a picnic!



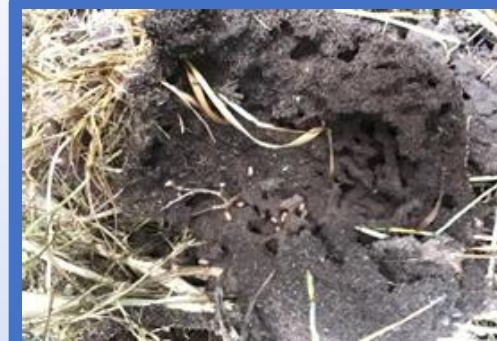
Oldbury Court Childminding Group continued.

During the Summer term we spent time at Oldbury Court Childminder Group /Nature Discovery: planting seeds, preparing beds, propagating seedlings and planting; tomatoes, lettuces, runner beans, peas and courgettes. Popping peas and picking strawberries. We have now created a herb bed which has been attracting bee's.

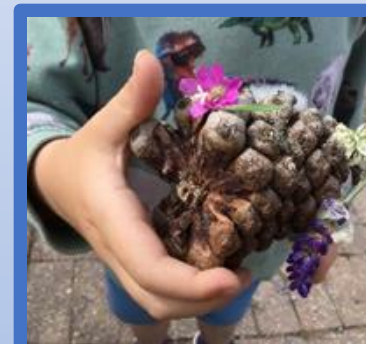
No Mow May enabled our allotment area to spring into life with an abundance of wild flowers! We collected wild flowers and used them in our play and made beautiful natural designs...



Popping
our
own
peas!



We also discovered
an ants nest in our
compost bin!



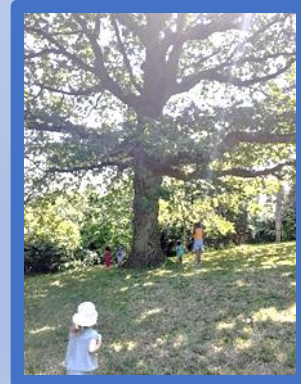
Avonmouth Childminding Group

Avonmouth Children's Centre, Catherine St., Avonmouth, BS11 9LG

Thursday 9.45 – 11.15am

We have had lots of fun at Avonmouth childminder group this term. The garden has been very busy and the children have been active in their learning, developing motor skills to ride the bikes, persevering to stand at the top of the bridge and using tools to paint and make marks. Children have been finding out and exploring, learning what happens when we add water to everything?!

We even managed to squeeze in a trip to Redland Park, our journey on the train was really exciting especially when we went through the many tunnels. At the park we all chose different places where we would scatter our seeds to feed the birds, wondering and talking about where the birds might like to eat. Everyone sat down to enjoy our story 'The Train Ride' before singing our favourite song of the term; sleeping bunnies/dinosaurs/raptors/dogs! Phew

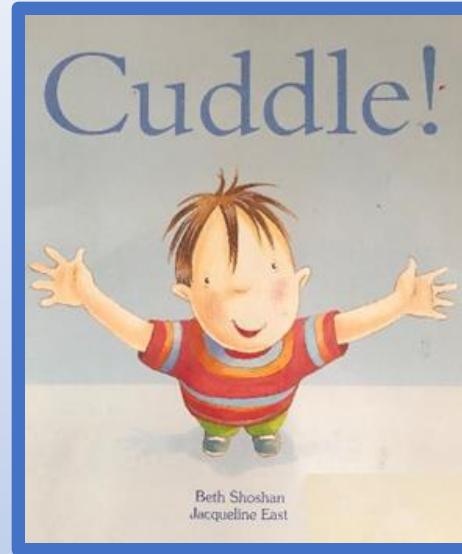


Bishopsworth Childminding Group

Bishopsworth Children Centre, 2 Lakemead Grove BS13 8EA

Monday 9.30 – 11 am.

The children have been busy this last term with a wide array of interesting activities and provocations for the children to select from. Favourites included water spray bottles and small brooms to 'clean' any available outdoor surface, at one point this included my crocs! This simple yet effective activity has delighted the children over several weeks, while also building muscles in their fingers and hands through the squeeze action. Lots of useful language also accompanied this activity, helping to build on their current repertoire of language. Repeating the painting activity was also a hit, the same structure was kept, and painting was revisited frequently. The novel structure enabled children to paint on a range of surfaces. They were involved in choosing the paint colour, topping up the paint and deciding what size paint brush to use and where. Positional language was used to support the paint placement – inside, outside, on top, underneath, besides etc. Playdough was used in a range of ways, including promoting scissor skills. Singing and story time are regular features, and the story book featured last term was titled 'Cuddle!' The children started by giving themselves a cuddle by outstretching their arms to then cross them over their bodies in a tight hug.



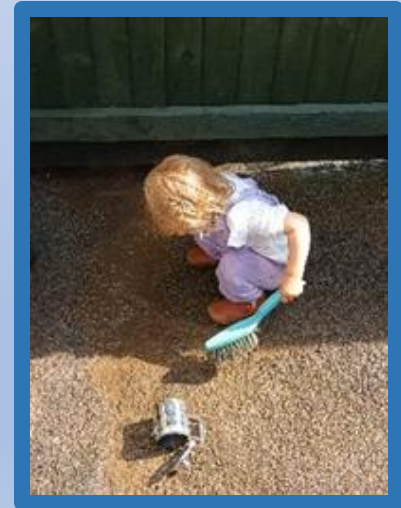
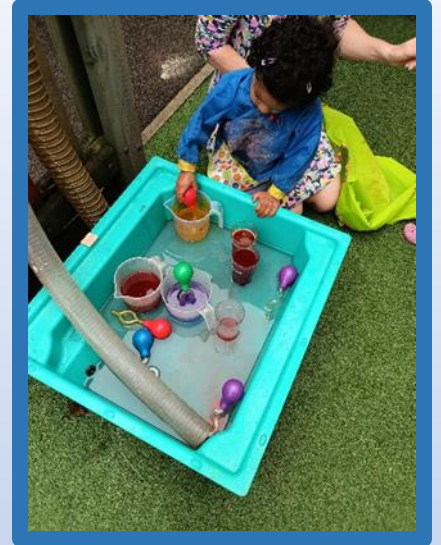
Bedminster Childminding Group

British Rd, Bedminster, Bristol BS3 3BZ

Monday 9.30 – 11 am.

What a busy term Summer turned out to be! We have fully embedded our Outdoor Classroom space with our mud laboratory and access to running water! Children have been using the Outdoor area a lot more this term and we aim to continue this into the Autumn and Spring terms.

We have really enjoyed developing this space together, following on from children's interests and making the Outdoors a reflective learning environment. Thank you to all the childminders and children for your input and sharing of ideas.



The North Childminding Hub Groups

Filton Avenue Children's Centre, Blakeney Road Horfield BS7 0DL

Tuesday 9.30 – 11 am.

Upstairs Main Hall, Cairn's Road, Baptist Church, Westbury Park, BS6 7TH

Monday 9.30 -11 am.

One of the highlights of this term in the North was a visit from the Dragonbird Theatre Company. They visited both the Cairns' Road childminder group and the Southmead group so lots of childminders with their children were able to enjoy the experience. The performance was very interactive and so we all joined in, singing songs, moving around and engaging with the different simple props that Lotte and Anna used to help tell the story of the mystery of the ladybirds losing their spots. It was a wonderful opportunity for the children to engage with live theatre and enjoy the shared experience with their peers. We hope to be able to enjoy more performances from the Dragonbird Theatre Company in the future.



Other childminding groups.

Sea Mills Childminding Group.

Sea Mills Children's Centre, Riverleaze, Sea Mills BS9 2HL

Tuesday 9.30 – 11.15 am.

Broomhill & St Anne's Childminding Group.

Broomhill Children's Centre, Fermaine Ave,
Brislington, BS4 4UY

Tuesday 10.00 – 11.30 am..

Redcliffe Childminding Group

'FaithSpace' @ Redcliffe Methodist Church,

Prewett St, Redcliffe, Bristol BS1 6PB

Tuesday 9.30 – 11 am.

Filton Avenue Childminding Group.

Filton Ave Nursery & Children's Centre,

Blakeney Road,

Horfield, BS7 0DL

Tuesday 9.30 – 11.00 am

All group sessions are term time only.

Celebrating the wonders of outdoor learning at our activity sessions.



Redcatch Park



Dundridge Park



“Being outside in the fresh air is important for children’s holistic development and gives them a sense of well being”
Outdoor Play & Learning reflective Framework, The Bristol Standard.

Bristol Standard News



We are celebrating the **new 7th edition Bristol Standard framework** for Birth to Five. Please book onto the launch event; at this session you will hear about the changes that have been made in this update and receive a hard copy to take away. This event is open to all settings on The Bristol Standard journey and anyone who is interested in hearing more about it. You have a choice of sessions: 1.30pm - 2.30pm; 3.30pm - 4.30pm or 5.30pm - 6.30pm. All sessions will be the same, you should only book onto one of them.

<https://www.eventbrite.co.uk/e/bristol-standard-birth-to-five-7th-edition-launch-tickets-680060327747?aff=oddtcreator>

Congratulations to Kim Powell, Zoe Hull, Alex McMillan,
and Dionne Dickens for achieving
The Bristol Standard!

If you would like to find out more about the Bristol Standard, please visit [The Bristol Standard - Bristol Early Years](#)
Rosie is our Bristol Standard Local Specialist Lead and will be able to support you and provide further
information. Rosie can be contacted at rosie.Coulstring@bristol.gov.uk

Reflective Forums

We welcome all childminders, the forums link to the Bristol Standard framework, but you do not need to be on your Bristol Standard journey to attend.

Our regular reflective forums are a wonderful opportunity to network and share ideas with your fellow childminding colleagues. The sessions are online and very relaxed, informal and full of positivity. Each session will focus on an area of quality that relates to your childminding practice, encouraging to celebrate what we do well and to think about potential targets for improvement.

Dates for your diary

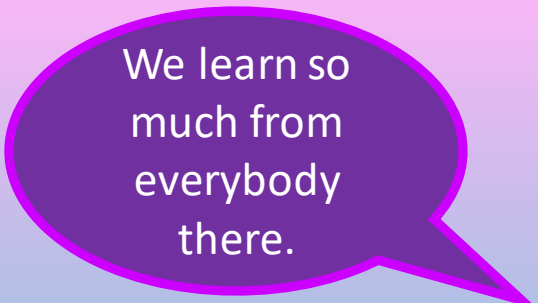
September 7th – Values and Aims (Dimension 1)

October 19th – Relationships and Interactions (Dimension 2)


November 16th – The Reflective Practitioner (Dimension 3) &
Staffing, Leadership & Management (Dimension 7)

All sessions are online (Zoom) and run from 7pm – 8.30pm.

For more information please go to [Bristol Early Years – Calendar](#)



We learn so much from everybody there.



I really loved attending the sessions.

Autumnal recipes

Pumpkin Soup

Allergy information:

Contains coconut milk (nut)

Ingredients:

1 large pumpkin
salt and pepper
1 tbsp olive oil
1 litre chicken or vegetable stock
165 ml canned coconut milk
1 tsp chilli powder (optional)



1. Carefully slice the skin away from raw the pumpkin flesh and cut into regular sized cubes.
2. Add into the saucepan along with the stock. Bring to a boil, then simmer for 15-20 minutes, or until the pumpkin flesh is soft and easily falls apart when squished with the back of a spoon.
3. Remove from the heat and use a stick blender to blitz the soup into a puree
4. Add the coconut milk and stir through till well combined.

If your soup is looking too thick, boil a kettle and pour in enough boiling water to thin it out to your preferred consistency.

Season with salt and pepper. Add a little chilli powder or hot sauce if using and stir well.

Taste and adjust seasoning again as required. Serve piping hot with crusty bread on the side



Apple & Rhubarb Crumble

Allergy information:

Contains Milk, oats (gluten), wheat (gluten) *

Ingredients Quantity :

200g Apples

200g Tinned or stewed rhubarb

20g (1tablespoon) Caster sugar

50g Vegetable oil spread

80g (4 tablespoons) Plain flour

30g (1.5 tablespoons) Wholemeal flour

50g (2.5 tablespoons) Dark brown sugar

20g Rolled oats

Serving suggestion:

Serve with custard.

Infants 10-12 months Avoid providing cakes and biscuits to infants under 12 months. Instead provide fruit and dairy-based desserts, such as fruit with yoghurt, semolina or rice pudding. For infants 10-12 months, serve 30g stewed apple and rhubarb with 50g custard.

Method:

1. Preheat the oven to 190°C/375°F/gas mark 5.
2. Chop the apples into 2cm slices and rhubarb into 4cm lengths and lay on the bottom of an ovenproof dish. Sprinkle with the caster sugar.
3. Prepare the crumble mixture: gently rub the vegetable oil spread into the flour and brown sugar, then add the oats.
4. Sprinkle the mixture over the fruit and level ensuring all the fruit is covered.
5. Bake in the oven for 35 minutes



Fruity Flapjacks

Allergy information:

Contains butter, oats (gluten), flour (gluten), honey*

Ingredients Quantity:

100g porridge oats
100g plain flour
75g unsalted butter
150g of berries, mashed
1-2 tbsp of honey

Method:

1. Preheat the oven to 180 and grease a small loaf tin.
2. Mix together the oats and flour in a large bowl then rub in the butter.
3. Once all the butter has been rubbed in add the honey. Give it a good mix with your hands. Depending on how much honey you used the mixture should hold together but may be a little crumbly.
4. Add half the crumbly mixture to the loaf tin, patting it down firmly. Then add the mashed berries.
5. Finally add the rest of the crumbly mixture patting down the best you can.
6. Bake for 20 minutes until lightly golden.

