

Inspection date

15 April 2015

Previous inspection date

9 September 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder plans a wide range of educational and exciting activities that supports children to make good progress in their learning and development.
- The childminder teaches children well. She engages in good-quality interactions with children, asking questions, which encourage them to think and express their ideas.
- The childminder is very friendly, polite and attentive to children's needs. She creates a positive and nurturing environment in which she meets children's emotional and physical needs well. As a result, children are happy, settled and grow in confidence.
- Children benefit from an exceptionally well-organised and welcoming environment. The childminder has thoughtfully organised a wide range of good-quality toys, which children can easily access, allowing them to make independent choices in their play.
- The childminder has an admirable approach to improving the quality of her provision. She carries out regular and thorough self-evaluations, taking into account the views of parents and children. Consequently, she has made several well-chosen improvements.
- Partnerships with parents are very strong. The childminder regularly provides parents with information about children's progress and her plans to enable children to take the next steps in their learning.

It is not yet outstanding because:

- The childminder does not use highly effective systems to share information about children's learning and development with other early years settings children attend.
- The childminder occasionally misses opportunities to extend children's vocabularies by teaching them descriptive words and terms.

What the setting needs to do to improve further

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

- take every opportunity to teach children new descriptive words and terms to enhance their language skills
- strengthen the two-way flow of information sharing with other early years providers to promote continuity in children's care and learning.

Inspection activities

- The inspector observed interactions between the childminder and children during child-initiated and adult-led planned activities, inside and in the garden.
- The inspector observed care routines, including a snack time, a lunch time and the start of a nap time.
- The inspector took into account the written views of parents by reading completed questionnaires and parents' entries in learning journals.
- The inspector sampled a range of documents, including children's learning journals, assessment records, policies and the childminder's professional development record.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

Inspector

Sarah Peacock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder uses regular observations and discussions with parents to get to know children's individual interests and stages of development very well. She has developed effective systems to plan activities that help children to take the next steps in their learning. Regular assessments allow the childminder to identify where children may need further support or challenge. As a result, all children make good progress and are well prepared for the next stages in their learning. Children benefit from well-planned activities. The childminder teaches children to count and measure as they take part in baking activities; their physical skills develop well as they mix, roll and cut dough. The childminder generally supports children's language development very well. She uses props effectively to engage children's attention during story times, and children enjoy singing songs and joining in with actions. Children have many opportunities to explore a variety of materials, when investigating the content of a 'treasure basket' and when mixing ingredients together during a baking activity. However, the childminder missed opportunities to teach children descriptive words as they were engaged in the activities.

The contribution of the early years provision to the well-being of children is good

The childminder is a good role model. She teaches children good social skills, such as sharing, and praises their efforts and good behaviour. As a result, children behave well and are helpful and caring towards each other. Older children thrive on taking on appropriate responsibilities, such as peeling fruit for younger children. The childminder promotes children's health and physical development well. Children benefit from daily outdoor activities in the garden, local parks or attractions. She provides children with a healthy, balanced diet and she teaches them about the importance of exercise and rest. The childminder places a high importance on keeping children safe. She regularly assesses the risks in her house, garden and during outings. Since her last inspection, the childminder has used monitors, along with regular checks, to keep sleeping children safe.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the requirements and she carries out her role well. The childminder has undertaken training in safeguarding. Therefore, she can identify the signs of abuse and understands the procedure to follow if she has a child protection concern. The childminder has undertaken well-chosen training to keep her knowledge up to date. She makes good use of information provided by other early years providers to plan complementary experiences for children. However, the childminder has not developed highly effective partnerships because she does not regularly share her observations and assessments.

Setting details

Unique reference number	EY284157
Local authority	Bristol City
Inspection number	833627
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	9 September 2010
Telephone number	

The childminder registered in 2004. She lives in Stapleton, Bristol. Childminding takes place for most weeks of the year, each weekday from 7am to 6pm, and from 8am to 4pm on Saturdays and Sundays. The childminder is a member of a local childminding network.

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