

Inspection date	09/04/2014
Previous inspection date	18/01/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The childminder supports children's independent skills well to prepare them for their next stages in learning.
- The childminder, her assistant and the children establish positive relationships and children demonstrate a good sense of belonging.
- Children benefit from a dedicated playroom, which is well resourced.
- The childminder uses her accident records well to review her practice and reduce potential risks to children.

It is not yet good because

- Strategies to manage children's behaviour are not always age appropriate. They do not consistently help children to understand their feelings and to recognise their actions may harm others.
- The childminder does not engage with all other early years settings that children attend to promote continuity in children's learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in the playroom.
- The inspector observed the childminder's interactions with children.
- The inspector talked to children, the childminder, the co-childminder and a parent.
- The inspector sampled a range of written information including safeguarding documentation, parents written views, self-evaluation, policies and procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2005. She lives with her husband, who is also a registered childminder, and three children in Brislington, Bristol. The whole of the ground floor of the premises is used for childminding and a bedroom on the first floor to accommodate children's sleep. There is a fully enclosed garden for outside play. The family cares for two dogs and a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding nine children in the early years age range; older children also attend the setting. The childminder works with an assistant. The childminder supports children learning English as an additional language. The childminder has an early years qualification at level 4. She is in receipt of funding for the provision of free early education for children aged two, three and four years old.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure actions taken to manage children's behaviour are age appropriate, so that children are not excluded from activities
- support children's personal, social and emotional development so that they understand their feelings and learn to recognise their actions may hurt others

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

- develop further systems to engage with all early years settings that children may attend

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Generally, the childminder's interactions with children help them develop suitable personal, social and emotional skills. For example, the childminder provides activities that support children to work together, such as lifting the parachute in time to make the crocodile jump and encouraging turn taking in group activities. However, on occasion, the childminder has not supported some children to understand their feelings so that they recognise that their actions may hurt others. There has been limited sharing of advice and guidance with parents to enable consistency in supporting children to gain these skills in readiness for

their future learning. This is a breach of a learning and development requirement.

The childminder provides a broad and varied range of activities to promote children's learning well, overall. There is a good balance of planned activities and opportunities for children to initiate their own play. Initially, the childminder obtains relevant information from parents about the children, such as their interests and starting points, so that she can plan appropriate activities. Through her discussions with parents and her own observations, she is able to update these regularly. Parents comment favourably about the 'wide range of activities' and 'huge range of resources'. The childminder uses her observations to identify children's next steps in learning accurately to enable them to make appropriate progress in their learning and development.

The childminder introduces a planned activity, which enables children to be clear on expectations. The childminder provides a range of materials for the children to decorate an Easter egg and talks to the children about how they celebrate this festival. Children are keen to explore the different textures of the materials and make independent choices. The childminder provides a commentary on the children's creations, such as 'I like the patterns you are making with the glue'. This supports children's creativity as well as their language. Children use tools well and show good coordination. Children use language well to explain what they are doing, such as 'I'm putting it around the edge of the pattern'. Children describe what they feel, such as describing a feather as 'soft' and 'tickly'. The childminder has good knowledge of the children's next steps in learning and promotes these well during the activity. For example, through her interactions she encourages children to improve their attention span and to gain confidence in their abilities.

Children construct well, working together to build a house with construction bricks. The childminder explores children's thinking by asking questions to help them improve their structures. Children listen well to instructions and think about how they can solve problems, such as to link carriages. Children use mathematical language well in their play placing one animal on each carriage and counting them accurately. The childminder is respectful of the time children have spent building with the construction bricks and, when it is time to clear away, she asks the children whether they would like to tidy it away or leave it to one side to play with later.

The childminder develops children's communication and language skills well. For example, she introduces children to books written in other languages and encourages them to tell the story from the pictures. Children take it in turns to describe the pictures and use language well. The childminder supports children to learn about safety as they discuss the role of fire fighters. Children thoroughly enjoy sharing a book with the childminder. They follow instructions carefully, such as rubbing the dot on the left and predict what might happen as the dots multiply on the next page. The childminder invites children to count how many dots there are and identify their colours. Children participate enthusiastically in singing activities. The childminder listens to children's ideas for different actions for the 'Jack in the box' to perform. Children develop good physical skills, such as jumping and hopping.

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

The childminder provides children with a well-organised, dedicated playroom. Children have access to an abundant range of high quality toys and resources. These are easily accessible and children make independent choices about their play. For example, when children arrive they choose favourite books to share later at group time. Children are familiar with routines. This helps them understand expectations and prepare them for their next steps in learning. Children have a good sense of belonging. The childminder celebrates children's achievements by displaying their creations, which helps them feel valued. The childminder has created laminated photographs of the children playing, special outings and their friends. She has involved parents in providing specific photograph albums of familiar people and places to help children settle. Generally, children behave well as they are clear on house rules and feel safe in the setting. However, there are occasional lapses where the childminder does not fully support children's understanding that their actions may hurt others, such as biting and scratching children's faces.

Children learn hygienic practices, such as washing their hands before they eat. The childminder provides pictures and text to support children, including those children learning English as an additional language, to become familiar with the routine. The childminder provides appropriate equipment to support children's ongoing independence, such as a step so that they can reach the soap on their own. The childminder encourages children to make healthy choices by supplying a selection of fruit and crumpets at snack time. Furthermore, she helps children understand about where food comes from as children grow fruit and vegetables from seeds and sample the products.

The childminder promotes children's safety concerning the dogs appropriately. The dogs are up to date with vaccinations, worm and flea treatments. There is a dog guard positioned appropriately to prevent the dogs accessing the playroom. The childminder places the dogs in locked cages if children need access through the kitchen and lounge to the car. The childminder protects children on outings ensuring appropriate supervision and she completes relevant risk assessments for the venue. Children learn about safety as the childminder makes expectations clear, such as holding hands to cross roads safely and wearing high visibility jackets.

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

The inspection was brought forward due to a notification from the childminder of a significant event. The notification related to a dog biting incident and therefore raised concerns regarding the recording of accidents, child supervision, managing behaviour, children's safety and risk assessments. The childminder has a satisfactory understanding of the Early Years Foundation Stage safeguarding and welfare requirements. The inspection found that the childminder appropriately recorded accidents and shared these with parents. The childminder has taken positive action to review detailed risk assessments and improve children's safety. For example, following the accident the dogs remain locked in their cages while children are on outings and the inner kitchen door

locked and the key removed until all children are safely in the lounge for the childminder to escort them to the playroom. Children were appropriately supervised during the inspection and the childminder maintains ratios appropriately. The childminder provides safe and secure premises. Overall, the management of children's behaviour is suitable and the childminder uses appropriate strategies. However, on occasion, the childminder has not applied age appropriate strategies and has excluding young children from soft play visits for 15 minutes and isolated children, such as not allowing them to travel with other children. This is a breach of a legal requirement. The childminder regularly updates her safeguarding training and, consequently, has good knowledge of child protection issues. She ensures that she regularly discusses procedures with her assistant and co-childminder to enable consistent practice should they have a concern about a child in their care.

The childminder has generally good relationships with her parents. She shares valuable information with them about the activities their children engage in and the progress they are making. Parents feel the childminder supports their children well in reaching milestones, such as progressing to potty training. Overall, there are good links with other early years providers that children attend and a communication book is used appropriately to share children's interests and achievements. However, this does not include all provisions children attend to fully promote continuity in all children's learning. .

The childminder has appropriate knowledge of the learning and development requirements of the Early Years Foundation Stage. Most children make good progress in their learning and development. However, there is less support for some children's learning in aspects of their personal, social and emotional development, particularly managing their behaviour. The childminder monitors the educational programme and evaluates activities to improve the delivery of appropriate activities to challenge children's learning. She tracks children's progress so that she can identify any gaps in children's learning and provides a broad range of experiences.

The childminder has a positive attitude to self-evaluation and completes the Bristol Standards, a recognised quality assurance scheme. From this, the childminder develops action plans for improvement, such as updating her parents' information pack and 'parent guide' about the service she provides. The childminder is currently developing the outside area so that children can have access to it throughout the year to improve their access to fresh air and physical activity. The childminder seeks advice and support from the local authority and shares practice at early years provider meetings. The assistant contributes to self-evaluation using a daily diary, which provides the childminder with an overview of daily activities. The childminder has a positive attitude to her professional development and regularly attends training.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

Not Met

**(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure children's behaviour is managed in an appropriate manner (compulsory part of the Childcare Register)
- ensure children's behaviour is managed in an appropriate manner (voluntary part of the Childcare Register)

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY308897
Local authority	Bristol City
Inspection number	967796
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	18/01/2010
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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