

Inspection date	11/03/2013
Previous inspection date	07/04/2010

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

The quality and standards of the early years provision

This provision is good

- Children are happy and settled because of the warm relationships they have with the childminder and her assistants.
- Children make good progress in their learning and development because they enjoy a wide range of stimulating activities and outings that the childminder tailors to their individual interests and abilities.
- Parents comment very positively about the care their children receive. They are informed about topics and what their children are doing so they can support their children's learning at home. They are able to access their children's records on line and this helps them share information effectively with the childminder.
- Children gain a very good understanding of the importance of physical exercise and a healthy diet. They become very independent in managing their own personal care.

It is not yet outstanding because

- The garden is not organised effectively to allow children complete freedom to explore.
- Although the childminder assesses individual children's progress very well, she does monitor different groups to look for patterns in their development that would further inform her planning.

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 the childminder, her co-worker and her assistant as they cared for the children.
- The inspector spoke with the childminder at appropriate times during the inspection and discussed how she worked with her co-worker and assistants.
- The inspector scrutinised children's records and progress reports, and sampled policies and procedures.
- The inspector checked all areas of the property used by the minded children, including the garden.
- The inspector took account of written comments recently made by parents.

Inspector

Rachel Edwards

Full Report

Information about the setting

The childminder registered in 2009 and is also a registered home carer, working occasionally as a nanny. The childminder is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder no longer lives at the setting but one of her assistants now lives there. The childminder regularly works with another childminder at the setting and one or two assistants. The childminding provision is known as Playful Penguins and there are currently 16 children on roll, all of whom are in the early years age group. Most childminding generally takes place within the ground floor playrooms. There are kitchen and toilet facilities on the ground floor level and a designated sleep room is available upstairs. There is also an enclosed rear garden available for outdoor play. Local facilities include toddler groups and preschool groups, schools, play parks, zoo and shops.

What the setting needs to do to improve further

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

- review the organisation of the outdoor area to give children greater freedom to explore and investigate the natural world.
- extend the monitoring of children's progress to identify whether different groups of children, such as boys and girls, display developmental differences that would further inform planning.

Inspection judgements

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

The childminder has a good knowledge and understanding of how children learn through play. She provides a homely environment, where children can choose from a wide selection of high quality resources. She works with her co-childminder and/or assistants to provide a balanced programme of activities and outings that capture children's interest and make them eager to join in. Since the last inspection, she has developed her garden and children enjoy outdoor play every day, which especially benefits those who learn better outside. They use their imaginations as they hide in the 'super hero HQ' and have fun creating dishes in the 'mud pie caf'. Children develop mathematical understanding as they count, fill pots with compost, and use natural objects to make patterns. They look closely at nature on a bug hunt, and learn about technology by taking photographs and printing them out for display. However, the organisation of the garden somewhat restricts

children's ability to freely explore nature. Children are not able to access certain areas due to them being unsafe, and this limits further opportunities for them to investigate the natural world.

The childminder regularly discusses children's development with her co-workers. They use a commercial programme to monitor children's progress and the childminder takes the lead in keeping this up to date. It enables her to spot any gaps in learning very quickly and with her co-workers; she plans activities that ensure all children are appropriately challenged. Although she assesses and plans well for each child, she has not looked for differences in learning between groups of children, such as, most boys are developing their language more slowly than girls. She has not thought about how this could impact on her planning for this group of children to make it even more effective. She understands that children learn in different ways and adapts activities accordingly. To encourage a reluctant toddler to take part in a painting activity, she provided a ride-on toy to run through the paint. The childminder keeps parents exceptionally well informed of their children's care and progress through a variety of methods. They use daily discussions, notice boards, newsletters, texts, emails, a website and parents can access their child's on-line developmental records to share information.

Children develop a love of books as they frequently visit the library to borrow books and have plenty of favourites to choose from at the childminding setting. Printed words and labels are displayed around the room so that children begin to realise that print carries meaning. The childminder works effectively with her co-workers, grouping the children so they can spend time with others of the same age or ability. This helps them pitch activities at just the right level to keep children interested and progressing well.

Children learn about their own community as they regularly visit places of interest and meet people from different backgrounds. The childminder encourages the children to learn more about their own culture and to find out about the culture and religions of other children. They do in this in a fun way through sharing books, art activities, cooking and eating food from around the world and celebrating special festivals. Children play with resources from different cultures and they incorporate them in their imaginary games.

Children become active, inquisitive learners. They learn to cooperate and communicate with others. They are confident and independent, and are acquiring the skills they need as they move on to school.

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

Although several adults work together at this setting, the childminder and her co-childminder act as the key person for individual children. They know their key children well and spend time talking with parents to get a full picture of children's needs and daily care routines. This means that children form close bonds with the childminder and they feel confident and secure. Very young children demonstrate this as they move confidently between rooms. They seek support when needed and happily join in with unfamiliar experiences.

Children gain a very good understanding of the importance of a healthy diet. The childminder provides a varied, healthy and nutritional diet and parents are informed of this in advance so they know what their child is eating. The childminder prepares and freezes a cooked lunch in advance to minimise adult time in the kitchen while children are present. The children sit together to eat and they tuck in enthusiastically. Mealtimes are relaxed and unhurried and the children have plenty of time to finish. This encourages them to eat well and try new tastes. They help themselves to their own drinks, which are placed on named coasters. These also have the children's photographs on and it helps them learn to recognise their written names.

Children learn to be safety conscious, for example, they know to come downstairs on their tummies. They are taught to stop running when asked so they stay safe and can play more freely when out and about. The childminder knows the children well and links risk assessments to individual children. They practise lots of running and stopping games at home, to train less reliably behaved children before they take them out. Children learn to manage their own personal care well. They find tissues to wipe their noses and put these in the bin. They are encouraged to have a go at putting on coats and painting aprons themselves. Children behave well and the childminder and her assistants use consistent methods to encourage good behaviour so that children quickly learn what is expected of them. They are well prepared for moving on to new settings, such as school.

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

The childminder has a secure understanding of her responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. She and her co-childminder have devised comprehensive policies and procedures that underpin the way the care is organised. The childminder, her co-workers and parents are all familiar with these. She has attended child protection training and knows what she must do if she has concerns for a child's well-being. These include procedures to follow in the event of an allegation being made against her or one of her co-workers.

Effective recruitment and induction systems ensure assistants are suitable and clearly understand their roles and responsibilities. However, during a recent visit from Ofsted, it was found that the childminder was allowing a new assistant unsupervised access to children before their new checks had been completed. The childminder immediately stopped this practice and does not now leave assistants unsupervised with children until all suitability checks have been completed. The childminder and her co-worker work together, to assess risks to which children might be exposed. They discuss these with assistants and take steps to minimise or remove any hazards.

The childminder and her co-childminder use effective systems to closely monitor and assess the quality of what they provide, including the educational programmes. They plan to introduce annual appraisals and use them to monitor and support staff performance and identify training needs. Assistants are encouraged to undertake regular training for

their ongoing professional development. The childminder and her co-childminder are committed to the continuous evaluation and improvement of their practice. They meet regularly to evaluate practice and are pro-active in seeking the views of others, such as feedback from parents. Parents state they feel involved and welcomed at the setting, which one parent described as a 'relaxed, caring, loving homely environment'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
--	------------

The requirements for the voluntary part of the Childcare Register are	Met
---	------------

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY399742
Local authority	Bristol City
Inspection number	902286
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	12
Number of children on roll	16
Name of provider	
Date of previous inspection	07/04/2010
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

