

Inspection date

Previous inspection date

11/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Children have access to a suitable range of toys and resources. The childminder provides a photographic book showing the full range, which children can use to select additional resources.
- Children have healthy snacks and meals during the day, which supports their individual dietary needs and encourages them to make healthy choices.
- Children benefit from outings to local parks and group activities to extend their play and learning opportunities.

It is not yet good because

- Activities are not always sufficiently challenging or supportive of children's individual learning and development needs, to help them all make good progress.
- The childminder is not always consistent in the way in which she manages children's behaviour. This means children are not learning about expectations and boundaries.
- The childminder does not effectively monitor all aspects of her provision to help her identify and address areas for improvement.

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 children involved in activities in the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

Inspector

Samantha Powis

Full report

Information about the setting

The childminder registered to care for children in 2010. She lives with her husband and their two children in the Emersons Green area of Bristol. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. All areas of the property are available for childminding with toilet facilities on the ground floor. There is a garden for outdoor play. There are currently 17 children on roll, two of these are in the early years age group. The childminder may provide overnight care. The childminder has a pet dog and two cats.

What the setting needs to do to improve further

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

- provide more challenging activities that reflect children's individual learning needs and help them make good progress in all areas of their learning
- make sure expectations regarding children's behaviour are consistent and clear, to support children's personal, social and emotional development.

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

- develop self-evaluation systems to identify strengths and weaknesses to help ensure continuous improvements are made.

Inspection judgements

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

Children are comfortable and settled in the childminder's care. They engage in a suitable range of activities that are appropriate to their age. Children are able to make choices in what they play with. The childminder sets out some toys before children arrive based on what she knows about their interests. She also provides a book she has made, which includes photographs of other toys and resources they can choose. The childminder keeps some records about children's ongoing development. This helps her to identify the progress they are making. However, she does not use the information well to help ensure the activities she offers are challenging and support children in taking the next step in their learning. This means children are not always fully involved in the activities on offer, and as a result, at times their behaviour deteriorates. For example, the childminder restricts children to using only the low-level slides in the garden due to possible safety reasons, but these fail to challenge children or support them in extending their physical

skills and taking safe risks. The childminder has identified some next steps for the children, however, she does not always provide opportunities for children to build on their existing skills, so that they can take these next steps. For example, the childminder identifies that she is helping some children learn to drink from a cup. However, she does not provide them with cups at snack and meal times to enable them to practise and develop these new skills. Therefore, the childminder does not always support the children in making good progress. The childminder is aware of the need to complete the required progress check for two-year-old children.

The childminder provided children with chalks to use on the chalkboard in the garden. She talked to them about the pictures they are drawing and the colours they are using. Children experimented with making marks on the patio, developing their early literacy skills. Children used the construction toys to make patterns and shapes; the childminder talked to them about the colours of the bricks and encouraged them to use low numbers to count them. Children benefit from attending toddler group sessions to support their social skills. They join in with singing and action games at the library 'Rhyme Time' session, helping to support their communication and language skills. Children play with some toys and resources that reflect the wider world. This helps them to build a respectful awareness of diversity.

Through daily diaries, parents receive detailed information about the activities children are involved in each day. They discuss with the childminder the observations she makes, which keeps them informed about children's progress so far. The childminder provides parents with some information about her ideas for children's next steps, so they have an awareness of what they can do to support their children's learning at home. The childminder gains useful information from parents about children's starting points. The childminder uses this information appropriately to help her monitor children's progress. However, she does not use it effectively to help her to plan for children's next steps.

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

Children feel safe and secure in the childminder's home. They develop warm relationships with her and her family. This is because the childminder has a secure understanding of their individual care needs and routines and responds to these appropriately. For example, the childminder is fully aware of children's individual dietary needs to ensure she always respects these when providing food for the children. The childminder is always calm when she interacts with the children and sometimes uses praise to reward children's achievements. The childminder encourages children to share and take turns through her discussions. However, she is not always consistent in the expectations and boundaries she applies to children's behaviour. For example, sometimes children jump on the furniture or climb on the table, but the childminder does not make it clear to them that this behaviour is not acceptable. This means they often repeat this behaviour, and are not learning right from wrong.

Children access a suitable range of toys and resources. The childminder makes sure she has suitable equipment available that enables her to take children out for walks to parks

and on local outings. The childminder's home provides sufficient space for children to play comfortably. Children also benefit from accessing the childminder's garden to play outdoors in the fresh air. The childminder maintains accurate documentation, such as a daily record of attendance and a record of visitors to her home. This helps to support children's ongoing welfare. The childminder provides children with healthy snacks and meals throughout the day, which helps them to recognise the benefits of a nutritious diet. She reminds children about the importance of following good hand hygiene routines, and provides them with resources, such as their own individual towels, to prevent germs from spreading.

The childminder takes appropriate steps to ensure the environment is safe, although she does not always review her arrangements for the storage of pet food prior to children using the garden, to help ensure children's welfare. She takes steps to ensure play areas are fully secure to help keep children safe. She helps children to learn about safety as she involves them in practising the emergency evacuation procedures.

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

The childminder demonstrates an appropriate awareness of the requirements of the Early Years Foundation Stage. She demonstrates she is keen to make improvements through developing her own skills. She has attended several training courses since her initial registration, for example, safeguarding, to support her skills. She also seeks feedback from parents to help her gain their opinions about the service she provides. However, the childminder does not always effectively reflect on, and review, all aspects of her provision to help identify strengths and areas for further improvement, such as the systems for monitoring and planning for children's progress and the appropriate storage of pet foods.

The childminder has a suitable awareness of safeguarding practice. Since attending child protection training, she has produced her own written policy and procedures. She displays local authority guidance about the procedures to follow should she have a child protection concern. This helps to ensure she is able to deal with any safeguarding concerns should they arise, to help her support children's welfare.

Parents receive written information about the service the childminder offers, including her policies and procedures. This helps raise their awareness of the practices the childminder follows when caring for their children. Parents state that their children are happy with the childminder. They comment that they are pleased with the progress their children are making, and well informed of this through discussions, daily diaries and meeting with the childminder to share children's learning records.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY419136
Local authority	South Gloucestershire
Inspection number	889127
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	17
Name of provider	
Date of previous inspection	not applicable
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.

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.

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