

Inspection date

Previous inspection date

07/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 eager to learn as they feel safe and have secure relationships with the childminder, who provides a caring environment.
- Children receive good support to develop their independence, confidence and self-esteem. Activities suit all children's capabilities and the childminder encourages children to learn new skills.
- Parents are warmly welcomed and the childminder develops strong partnerships with them so that they work together to support children's learning and progress
- The childminder has a good attitude to developing her childminding service.

It is not yet outstanding because

- The childminder does not consistently introduce vocabulary to younger children to help support their language development, with particular regard to sensory experiences
- Opportunities to use number during everyday situations to build on children's interest are not fully embraced.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the living room, kitchen, and bedroom.
- The inspector had discussions with the provider.
- The inspector viewed children's assessment and planning records.
- The inspector viewed documentation, including the written self-evaluation, written parent comments, a selection of policies, procedures and child records.
- The inspector met and had discussions with one parent.

Inspector

Debbie Starr

Full Report

Information about the setting

The childminder was registered in 2011. She lives with one child aged three years in Whitchurch, Bristol. The whole of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary part of the Childcare Register. There are currently three children on roll on a part-time basis, all of whom are in the early years age group. The childminder only works for three days each week. The childminder takes and

collects children from local pre-schools. She regularly attends a stay and play group and takes children to soft play and local places of interest.

What the setting needs to do to improve further

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

- introduce vocabulary to younger children to describe what they are doing and how different textures feel, for example when exploring treasure baskets
- use number during everyday situations to build upon children's interest, for example by counting stairs.

Inspection judgements

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

The childminder provides a caring, friendly and stimulating learning environment. She has a secure knowledge and understanding of how to promote the learning and development of young children. The childminder makes effective use of observations and discussions with parents to identify children's starting points. Effective ongoing assessment based on regular observations enables her to clearly identify the next steps in children's learning. All children are making good progress towards the early learning goals. Children are working comfortably within or above the typical range of development expected for their age. Young children are eager to learn, are well engaged and developing increasing levels of concentration. These skills help to prepare children for the next stage in their learning and for school. Resources are of good quality and meet children's interest, age and stage of development.

Children's communication skills are well supported overall. Good eye contact when speaking with and responding to young children's babbling promotes language. Frequent modelling and repetition of words effectively promotes and extends young children's vocabulary, for instance when playing with pretend food. Children attempt familiar words such as 'crocodile' when listening to songs and move their bodies rhythmically. Younger children's sensory development is promoted well through a wide variety of activities. For example, children are intrigued as they explore textured household objects with their hands. The childminder names objects however; she does not build upon this by describing what children are doing and how different textures feel.

Children show a strong interest in number. They use number words in their play and are supported well to match objects to number, such as counting cars. The childminder however, does not maximise opportunities to build upon this by using numbers during everyday situations, for example by counting stairs. Children develop good problem solving skills and understanding of shape as they manipulate and persevere fitting different shaped blocks into matching holes. They repeat and recall the names of shapes, such as 'star'. Children respond well to new experiences and challenges. The childminder sits on the carpet to play and this helps the children to be involved and concentrate. They observe the childminder closely as she gives clear guidance on how to thread large buttons. Children attempt this many times and beam with delight at their eventual success.

Parents speak highly of the service they receive and the support the childminder offers to their children. The childminder talks regularly with parents about their children's development and learning. Parents are well informed of their child's progress. They regularly write comments in their child's learning journey and share their children's achievements at home. The childminder is aware of the need to provide parents with a progress check for their children when they are two years old.

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

Children settle quickly with the childminder and respond well to her. They form warm and trusting relationships and close attachments to other children in her care. Constant praise builds children's confidence and self-esteem. Regular use of sand timers provides children with a visual aid to help them share fairly. They are learning to play cooperatively and to take turns.

The childminder has arranged her home so that it is a welcoming place and children play safely throughout the downstairs area. Her home is equipped with good quality and accessible resources which enable children to freely choose what they want to play with. Children learn about how to manage risks and to keep themselves safe. For example, they hold the childminder's hand when walking upstairs and know to come down backwards on their tummy. The childminder talks to them about how to cross the road safely on outings. All children regularly practise evacuation procedures.

Children are learning to live healthy lifestyles. For example, they have many opportunities to be active in the garden and during visits to soft play areas, gym tots, parks and stay and play sessions. Consequently, children's physical skills are supported well. They adopt healthy lifestyles as they choose and enjoy fruit for snack. Children develop their self-care skills and independence as they are supported to feed themselves using spoons and drink when thirsty from their own beaker. Children are developing good hygiene skills from an early age as they know to wash their hands before eating snacks and meals. They are developing good skills to help their transition when they move onto other settings.

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

The childminder has a good understanding of child protection issues gained through training. She knows the procedures to follow should she have concerns about a child's welfare. The childminder provides a safe and secure environment where she assesses risk well. She has good understanding of the requirements of the Early Years Foundation Stage and so ensures that children's welfare and safety is positively promoted. The childminder's written policies, procedures and guidelines underpin her working practice. She has a secure understanding of the learning and development requirements. This ensures children receive a broad range of experiences to help them progress towards the early learning goals. Regular monitoring of the educational programme effectively supports the childminder's clear understanding of children's abilities and progress.

The childminder demonstrates a good commitment to improving her service. She makes effective use of the Ofsted self-evaluation tool and discussion with her local mentor to review her practice and provision. She regularly seeks support from more experienced childminders and is committed to developing her knowledge and understanding. For example, she has attended safeguarding children training, food hygiene and a 'world of play' course. She is keen to attend further training to develop and extend her current skills.

The childminder forms strong partnerships with parents; she regularly discusses their child's development and shares a diary with them so they know how their child has been throughout the day. She gains parents views about her provision through conversation and written feedback. Parents are very appreciative of the progress their children make and write comments, such as 'we are truly amazed at his vocabulary'. The childminder respects parents' wishes and they work together to provide the best possible care for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY423588
Local authority	Bristol City
Inspection number	742508
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8

Total number of places	5
Number of children on roll	3
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 that are usually their 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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