

Inspection date	20 March 2015
Previous inspection date	12 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The childminder makes observations to assess children's progress. However, she does not monitor children's learning and development well in order to identify next steps and plan activities that challenge them. Consequently, some activities are mundane, and she does not use resources well enough to provide good quality learning.
- The required progress check for two-year-old children does not provide sufficient information on children's strengths, developmental level and any areas where the child's progress is less than expected.
- The childminder does not consistently share information with other early years settings the children attend, to influence her planning of activities.
- Although the childminder has improved access to resources since her last inspection, children have limited access to natural objects and creative materials. In particular, this means that younger children are unable to fully explore using their senses.
- The childminder does not use self-evaluation consistently well to drive improvement. This means she has not addressed all recommendations from her last inspection and has not identified breaches of the learning and development requirements.
- The childminder does not consistently encourage parents to share information about children's achievements at home.

It has the following strengths

- The childminder has a sound knowledge of the safeguarding and welfare requirements. She has appropriate policies and procedures to safeguard children.
- Children feel safe as they develop positive bonds with the childminder.

What the setting needs to do to improve further

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

- make better use of the assessment process in order to monitor children's progress, to identify their next steps in learning and to plan activities that challenge them
- increase knowledge of the procedure to follow for completing the progress check for two-year-old children.

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

- develop the arrangements to share information with other early years settings about children's care and learning needs
- improve children's access to natural resources and creative materials, especially to promote younger children's sensory development
- develop self-evaluation further to promote positive learning and development outcomes for children
- encourage parents to share information about children's achievements at home.

Inspection activities

- The inspector observed children playing inside.
- The inspector observed the childminder's interactions with children as they played and in their care practices.
- The inspector sampled documentation including observation records, self-evaluation and policies and procedures.
- The inspector spoke to the childminder at convenient times during the inspection.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children engage in a range of different play experiences. However, the childminder's weak observation and assessment processes result in planning that does not consistently focus on providing challenging activities that always meet children's next steps. There are weaknesses in the progress check for two-year-olds in regard to building on children's next steps. The childminder does not consistently share information with other early years settings children attend, or encourage all parents to share information about their children's learning at home to influence her planning. Children enjoyed singing familiar songs. The childminder supported them well, repeating phrases correctly to help them develop communication and language skills in readiness for their future learning. These interactions have improved following appropriate training. Older children used a mechanical drawing tool to explore shape and pattern. The childminder demonstrated how to draw different shapes for children to copy. She offered appropriate support, such as encouraging children to join the dots to build their confidence.

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

Children can access some resources independently to make choices about their learning. However, there is limited access to natural objects and creative materials, which prevents younger children using their senses to explore. The childminder interacted appropriately when children selected the alphabet cubes, questioning them about the names and sounds of the letters, and children confidently answered. However, she does not make the best use of the resources to challenge older and more able children, for example, to make their names and build words with the cubes, in preparation for their move to school. The childminder provides a safe and secure environment. Children become familiar with procedures to keep themselves safe because they regularly complete fire drills with the childminder. The childminder supports children's care practices appropriately. The childminder encouraged children to take turns when jumping on the trampoline. She offered alternatives while children waited, so that they learn expectations. She consistently praises children's achievements, such as when they count objects and identify their colours. This promotes children's emotional well-being appropriately.

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

The childminder does not use self-evaluation consistently well to drive improvement. There has been some improvement in addressing issues from the last inspection. However, weaknesses in meeting the learning and development requirements mean that not all children make consistently good progress in their learning. The childminder has attended some training to improve her knowledge of safeguarding procedures.

Setting details

Unique reference number	EY433073
Local authority	Bristol City
Inspection number	845493
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	12 June 2012
Telephone number	

The childminder registered in 2011. She lives with her daughter in the St.Paul's area of Bristol. The childminder minds seven days a week throughout the year.

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