

Inspection date

Previous inspection date

19/11/2012

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 is satisfactory

- Babies and young children are happy and content, and settle easily because the childminder is very responsive to their needs. Daily routines follow their needs and so children make sound emotional attachments with the childminder.
- The childminder provides a varied range of activities for babies and young children. They begin to explore their surroundings with interest, growing in confidence because the childminder has a secure knowledge of how they develop and learn.
- The childminder establishes strong relationships with parents and effectively shares information about the care arrangements and children's day to day experiences and progress. This supports the continuity of care for children.

It is not yet good because

- The childminder does not gather sufficient information from parents about children's starting points upon entry. This does not provide her with an accurate picture of children's prior skills or support the initial assessment process. Assessment although secure in many elements, is incomplete. Parents do not receive full information about a child's progress and this limits their contribution.
- The process of self evaluation is at an initial stage of development and is not yet rigorous and has yet to result in clear and effective action planning to strongly drive improvement.
- The childminder has yet to fully consider and develop the partnership with other

settings that promote the continuity of children's care and learning across settings.

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

- One inspector undertook the inspection and observed children's activities and talked with the childminder and parents.
- The inspector looked at children's learning profiles, assessment records and planning documentation.
- The inspector took account of the views of parents, other professionals and the childminder's written documentation.

Inspector

Timothy Butcher

Full Report

Information about the setting

The childminder registered in 2012. She lives with four children in a house in Lawrence Weston, Bristol. The ground floor is used for childminding and toilet facilities are on the first floor. The property is situated close to shops, parks, schools and public transport links. Access to the property is via eight steps.

There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are two children within the early age range on roll. The childminder holds a level 2 qualification in childcare.

What the setting needs to do to improve further

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

- improve the assessment process to promote children's good progress by a) gathering information from parents about children's starting points; b) using assessment information more effectively to evaluate the progress that children make and to plan their next steps in develop; c) keeping parents well informed about children's progress.

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

- develop the process of self-evaluation further that links identified priorities with plans for improvement and that supports children's achievements over time
- develop the partnership with other settings to promote the continuity of children's care and learning

Inspection judgements

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

The childminder has a secure knowledge of the learning and development requirements and how young children learn. Babies and young children settle well because the childminder gets sound information about their care needs prior to children first attending. However, she does not gather sufficient information from parents about children's developmental starting points. This limits the effectiveness of initial planning. Consequently this does not help the childminder to readily plan and quickly build on young children's existing development and abilities. The childminder makes accurate observations of children and records these in a learning journal for each child. The childminder uses the 'Development Matters' documentation suitably well. As a result, over time she is building a secure picture of their abilities. This information is used as a baseline from which to assess and plan children's next steps in development across each of the areas of learning. Currently there is insufficient evidence to show that children make good progress. The childminder has yet to comprehensively review children's progress with parents.

Consequently they have limited opportunities to contribute to the plans for future learning.

The childminder fosters babies' communication and language development. She provides lots of playful interactions and skilfully responds to their babbling and attempts at making sounds, with lots of encouragement. She keeps up a warm dialogue with children, using repetition to make words familiar. For example, she plays peek-a-boo with a baby, using a scarf to gently cover their face. The child successfully tries to imitate the sound and readily responds with laughs and giggles.

Young children settle easily and readily separate from carers. This is because the childminder is reassuring and manages the routines and separation arrangements well. Daily routines follow their needs. She provides high levels of cuddles and cosy physical contact that build babies' trust and a secure emotional attachment. Babies and young children grow in confidence as the childminder provides a secure base from which they can explore their surroundings and the immediate world beyond. She is attentive to what they are doing and sits alongside them to support and engage in their play. The childminder demonstrates a clear awareness of the need for children to be social, to extend their experiences and to mix with other children. She makes regular use of play groups and visits out with other adults and children. For example to city farms and open spaces. Young children suitably develop their experiences of the world around them and learn to be comfortable in the company of others.

The childminder supports babies and young children in their physical development through lots of activities for them to reach, wriggle and touch. For example, they happily sit in comfort alongside the childminder to explore a treasure basket full of different objects. They handle and experiment with the shapes, lifting and placing. They are able to put everything in their mouths safely and explore the different textures. The childminder helps children to use all their senses. For example, by modelling how to hit a plastic bottle with a beater which they successfully imitate. They show curiosity and pleasure as they listen to the sounds they make. They learn to roll, crawl and sit up independently. A baby reaches for a toy and explores crawling but becomes frustrated as they only crawl backwards. The childminder quickly helps them to manage their feelings and to experiment with movement to reach their goal. Children happily explore in the baby-friendly environment. They practise hand and arm movements as they try to knock down stacking cups. Children also accompany the childminder on the school run, although babies and young children do not always play outside every day.

Children, from a young age have access to a wide and varied range of media and materials that fosters their sensory exploration. For example, they make marks with crayons on paper and use all of their bodies to experience the qualities of a tray of gloop. Children are working within the typical range of development expected for their age and are suitably supported to acquire skills across each area of learning. However, the childminder does not demonstrate that they are making good progress, as there is little evidence of their starting points. She has yet to make regular assessments and to use this information to evaluate the rate of progress that children make.

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

Young children and babies are forming secure attachments to the childminder. Daily routines very much follow their needs and the childminder is very attentive and child-centred. Consequently they have their individual needs for feeds, sleeps and physical comfort met. Children show by their smiles and body language that they are happy and relaxed in the childminder's care. They enjoy the play on offer. Planning shows that activities cover their all round development. They remain calm and content during nappy changes because the childminder keeps up a conversation that distracts them from the task in hand. Nappy changing procedures protect children from the spread of infection. Each child has their own individually named hand towel.

The childminder suitably supports babies and young children to develop their independence skills. They learn to hold and use spoons with increasing skill. The childminder encourages them to develop their tastes and parents report positively on the well balanced meals the childminder provides. The childminder is responsive to parents' wishes and to children's changing dietary needs. For example the childminder makes a range of textures and tastes available, to tempt them to move on to finger foods.

The environment is safe and child-friendly. Babies and young children are free to explore in safety. The garden has mainly a grassed area which the childminder does not use in wet weather. She prefers to use visits to open spaces for children to get fresh air. Low-level resources in the kitchen-dining area are easily accessible to mobile children. The childminder puts out a varied range of toys for babies and those less mobile. Babies are securely strapped into high chairs and the childminder is vigilant for children's safety as they play.

The childminder shows some knowledge of developing the partnership with other settings that share children's care. She has yet to fully consider how she will achieve this, in preparation for planned transitions so that children receive good continuity of care across settings.

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

The childminder has a secure understanding of the welfare and safeguarding requirements. She has a clear awareness of how to safeguard children if she had a concern. The childminder is well-organised and has the necessary policies, procedures and other information in place to suitably support the smooth running of the setting. She undertakes visual checks of the premises each day to make certain the environment is safe for children and that safety measures are in place.

The childminder demonstrates a sound commitment to her professional development. Since her registration, she has completed training to develop her knowledge of the revised Early Years Foundation Stage. She uses this knowledge to support her use of observational assessment. Overall her knowledge of the Early Years Foundation Stage and

how children learn is secure. However, currently the process of observational assessment is incomplete and so does not fully establish the children's starting points or the rate of progress that they make. The childminder recently canvassed parents on their views of the service that she provides. However, the initial self-evaluation process she undertakes lacks rigour and does not lead to a clear plan for improvement. She is aware of this and is keen to develop reflective practices further.

The childminder establishes secure partnerships with parents from the start. They report positively about the childminder and the service she provides. The childminder works closely with parents and understands children's wants and needs. A daily diary provides useful written information about the child's day and their care arrangements. This is in addition to the discussions she has with parents each day. Parents have limited opportunities to hear about the overall progress that children make. The childminder has yet to summarise children's progress and share this with parents. The childminder has yet to establish partnerships with other settings in order to promote continuity of care and learning across settings. She is aware of the need to undertake a check of children's progress at age two when this becomes appropriate.

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. 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	EY445911
Local authority	Bristol City
Inspection number	800054
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	2
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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