

Inspection date

Previous inspection date

29/01/2013

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 settled and content with the childminder who provides a caring and nurturing environment, where children's routines are followed.
- The childminder has a good understanding of the learning and development requirements of the Early Years Foundation Stage. She uses effective systems to monitor, assess and plan for children's progress.
- Effective safety measures are in place to ensure that most children can freely explore in a safe and secure environment.
- The childminder uses clear and consistent boundaries so children develop a good understanding of acceptable behaviour.
- Partnerships with parents are strong. The regular two-way sharing of information means that children receive the support they need to meet their individual needs.

It is not yet outstanding because

- Opportunities are not always provided for young children to explore creative activities freely.
- The childminder has not yet established effective links with other early years providers that children attend to support continuity for their care and learning.

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 talked with children and the childminder and observed practice during the inspection.
- The inspector viewed documents, relating to the Early Years Foundation Stage, provided by the childminder including children's assessments.
- Parents were not interviewed as part of the inspection, but letters written by parents were viewed by the inspector.

Inspector

Dinah Round

Full Report

Information about the setting

The childminder registered in 2012. She lives with her partner and two children in the city of Bristol. The whole of the property is used for childminding and children have access to the rear garden for outdoor play. The family has a cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has one child on roll who is on the early years age group.

What the setting needs to do to improve further

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

- provide opportunities for young children to investigate and enjoy sensory experiences spontaneously, for example, by allowing them to freely explore the feel of the paint
- develop further links with other early years providers, who share the care of the children, to help promote continuity in the planning of children's learning.

Inspection judgements

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

Children are making good progress in their learning and development. The childminder has a secure understanding of the Early Years Foundation Stage Framework learning and development requirements. She uses her knowledge to provide a wide range of fun and interesting play activities that promote children's active learning. As a result, young children enjoy playing and exploring in an environment that stimulates their interests. Assessment arrangements are effective in enabling the childminder to monitor and plan for children's progress. She makes good use of documents, such as Development Matters guidance to help her identify how to support children to move onto the next stage of development. For example, she positions the furniture so babies are able to pull themselves up and gain confidence in stepping sideways. The childminder holds their hand encouraging them to walk for a few steps to support their drive to stand and walk. This successfully promotes children's physical development.

Babies show growing confidence as they explore their surroundings, reassured that the childminder is close-by. This helps to support their developing independence. Children's communication and language is fostered successfully. The childminder interacts positively with children, smiling and talking with babies who vocalise in response. Spontaneous use of songs and rhymes through everyday routines and playful activities provide fun learning experiences for babies and young children. For example, babies respond with smiles as the childminder lifts them up in the air while singing 'up & down', and she joins in a game of peek-a-boo with them. Children enjoy using their senses to explore and investigate various materials and mediums. The childminder organises activities where children use paintbrushes to make marks on a boomerang shape and feel paint as she paints their hands. However, the activity is quite adult-led and this limits the opportunities for young children to investigate, explore and be freely creative. Children discover how to make

things work as they press the button on the tractor and create the musical sound. They are fascinated and repeat the action again to listen to the sound. The childminder takes children on regular outings around the community to widen their play and learning experiences. This includes visits to the local parent and toddler group and the rhyme time sessions at the library.

The childminder works in partnerships with parents. She organises settling-in sessions for children to support their transition from home to her setting. Parents share information about children's individual routines, likes and dislikes, which she records on their individual 'Things I Like' form. She uses this effectively to help her to plan for children's future learning. Parents are well informed about their children's care, learning and development. This is through informal discussion at handover, use of a daily diary, and the quarterly written summary detailing children's achievements. Parents comment positively about the care provided by the childminder and how she keeps them 'well informed about children's progress and activities through daily updates'. The childminder encourages parents to get actively involved in their children's learning by sharing the songs and rhymes children enjoy so parents can also sing them at home.

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

The childminder's effective care practices help children feel emotionally secure and promote their physical and emotional health. She tunes in sensitively to babies, providing warm, loving and consistent care and responding quickly to their needs. For example, she recognises when babies are becoming hungry and organises their lunch a little earlier aware they will soon be ready for a nap. As a result, children feel settled and content. The childminder values all children. She manages her time very well to ensure that each child receives her individual attention. Babies receive regular cuddles from the childminder, which helps them form secure attachments.

Detailed risk assessments are completed for all areas of the home and regular outings. The childminder is vigilant about safety and supervises children closely, taking the necessary steps to keep children safe and secure. She is quick to notice potential hazards and takes action to minimise risks, such as removing a stand of stacked pans so babies cannot use it to pull themselves up. Children learn about keeping themselves safe as the childminder talks to them about road safety when on outings in the local community. The childminder tailors her behaviour management strategies to take account of children's ages and stages of development. She helps young children to understand that taking toys off someone else is not acceptable and to share is important. Her sensitive support, and effective use of distraction using additional resources, helps to minimise potential squabbles and keeps children interested and occupied. Children receive regular praise and encouragement, which helps to build their confidence and self-esteem.

The childminder organises her home well so that children see it as a place to feel 'at home' and a place to learn. Clean, good quality resources are organised so children are able to make some choices about their play. Children are encouraged to develop healthy lifestyles through access to outdoor play activities and regular outings to local parks. This

means that children get regular fresh air and exercise. Children benefit from healthy and nutritious hot cooked meals. The childminder works closely with parents to support children's health and dietary needs. She gains information about the foods that they would like her to include when weaning babies. She supervises babies and younger children closely as they learn to use a spoon and feed themselves at mealtimes. This helps to promote children's independence and develops their skills for the future.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. She is clear how to keep children safe and follows this through in her practice. Comprehensive records are maintained to support children's safety and welfare. The childminder has a clear understanding of safeguarding issues and the procedures to follow in the event of any concerns about a child in her care.

The childminder uses observation and assessment arrangements effectively to monitor and plan for children's progress. She has implemented the progress check for two-year-olds, which she shares with parents. The childminder has only recently started childminding and has a positive attitude to the continual development of her provision. For example, she has recently converted a part of her home into a playroom to create greater play space for the children. She has also attended specific training events to help her support children's individual needs. The childminder links with her local authority advisor to help her identify areas for development.

The childminder has developed strong links with parents, which means that children's individual needs are met well overall. However, the childminder has not yet established effective links with the other settings that children attend to fully promote continuity for their care and learning. Parents receive comprehensive information about the childminder's policies, procedures and business arrangements. This keeps them well informed about the childminder's practices.

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
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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	EY447448
Local authority	Bristol City
Inspection number	811220

Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	1
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.

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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