

Inspection date

Previous inspection date

03/01/2013

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 respond positively to the childminder's caring and reassuring approach. This helps them to settle easily and feel relaxed in her care.
- The childminder acts as a positive role model and praises children often. This boosts their self-esteem and helps them feel valued.
- The childminder provides activities, which children enjoy. This effectively encourages their participation and supports their learning opportunities.
- Children are cared for in a bright, inviting play environment, where they have space to easily move around.
- The childminder continues to improve her knowledge of child development through training opportunities. She actively uses this knowledge to enhance the care and learning offered to children.

It is not yet outstanding because

- The childminder encourages parental involvement in their child's learning, but information shared on their developmental starting points with their parents is limited.
- The childminder is not yet making effective use of photographs, for instance to support children's understanding of the world and to further their interest in books.

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 the childminder about children's development and observed children in their play.
- The inspector looked at children's observation and assessment forms.
- The inspector took into account the written views of parents from the childminder's evaluation form.
- The inspector looked at a sample of the childminder's policies and procedures.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their adult son in a semi-detached house, situated in Bristol. Children have use of a purpose built play room, living room, kitchen/diner and toilet downstairs and three bedrooms and a bathroom upstairs. There is an enclosed garden available for outdoor play activities at the back of the premises. The family has two pet dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The

childminder works with her daughter who is a registered childminder.

What the setting needs to do to improve further

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

- develop further the systems for sharing information on children's developmental starting points with parents, to effectively plan initial play activities that will support their progress from the start
- develop further children's interest in books and their understanding of the world by making photograph books with children of familiar people, favourite places, toys and activities.

Inspection judgements

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

The childminder is caring and observant of children. She recognises the different ways in which children learn and is able to instinctively support them in their play. For example, she notices when children develop certain patterns of behaviour in their play, such as putting objects in and out of containers. She observes children posting toys into a long tube and extends this interest by providing cardboard tubes of different heights. This provides opportunities for children to explore their ideas further and actively promotes their understanding of size, shape and space. Children have great fun dressing up and enjoy trying on hats, skirts and tiaras. They smile as the childminder joins in and puts on a funny hat. This positive interaction gives children confidence to try putting on other clothes too. They also spend time dressing their dolls and discover ways to put arms into coats or cardigans. These meaningful play experiences, based on children's interests allow them to naturally develop their fine motor and independence skills. The childminder is also developing effective ways of using her observations of children's play to identify their next steps of learning. For instance, as they become confident in dressing the dolls she provides clothes with buttons or poppers to challenge their skills. This means she plans activities that will effectively support children's participation in play and build on their existing abilities. As a result, children are eager to join in with activities and develop a natural curiosity in finding out how things work. This successfully supports them in developing their future learning skills. This shows the childminder has developed a positive knowledge of the Early Years Foundation Stage learning requirements.

Children enjoy their messy play such as painting or water play. This gives them

opportunities to explore colour and texture through fun activities. They listen well to the nursery rhyme songs the childminder sings. They begin to follow the songs and make the corresponding actions. For example, as they hear 'the wheels on the bus' song they use their arms to make large circle shapes in the air. This effectively supports children's listening and attention skills. In addition, the childminder uses good questioning to gain children's attention within simple stories. She talks about the different colours in the pictures and asks them to show her where the tree or an animal is on the page. She then shows them a tree in the garden, which effectively reinforces their understanding. The childminder also actively reinforces children's sounds and words and they are keen to repeat these with her. Consequently, children develop their communication and language skills very well and start rapidly learning new words. The childminder encourages children's understanding of diversity through play resources and activities relating to different celebrations. For instance, she displayed pictures of Hanukah and talked to the children about this event. However, the childminder has not yet fully considered alternative ways of promoting children's understanding of the world and their further interest in books. For example, she does not use photographs to make books with children about their families, significant people, places or events.

The childminder encourages parents involvement in their children's learning. For instance, she talks with parents about their children's achievements each day and shares ideas on their learning. She is planning meetings with parents, when they will have time to discuss their child's activities in more detail. She encourages parents' comments on their child's development and works with them on any arising issues. This promotes continuity for children, although the information gained on their developmental starting points from parents is limited. Therefore, this impacts on the effectiveness of initial planning of activities to support children's development. The childminder has approached other settings children attend to initiate the sharing of information on their development. She is aware of the importance of this liaison to enable both settings to provide continuity in children's learning. The childminder understands the requirement for completing the two-year progress check for children. She has sought advice on this and is putting systems into place to complete this in liaison with parents and other settings children attend. This will provide a consistent approach to monitoring children's development.

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

Children are confident and happy with the childminder and they respond positively to her caring and attentive approach. The childminder gets to know children's routines very well through her ongoing liaison with parents. This effectively helps her to settle children as she is sensitive to their particular needs. As a result, children feel safe and secure in her care. The childminder understands appropriate expectations for each child's stage of development. She talks gently to them and explains why certain actions may be dangerous or upsetting for others. This supports children well in learning right from wrong. The childminder enthusiastically praises children for their efforts. For example, as children repeat words after her or fit a piece of puzzle in correctly. This positive interaction and support for each child helps them feel valued and confident in themselves. As a result, children develop positive attitudes to others and develop their interest in learning. This

helps them develop the skills needed for their transition to school.

Children play in a comfortable family home with a purpose built playroom, which is bright and inviting. The childminder has organised toys and resources effectively overall to enable children to make their own choices in play. The childminder uses resources perceptively to support children's interests. For example, children enjoy playing with dolls and dressing up. The childminder builds on this interest by providing a wider variety of dressing up and baby clothes, which enable children to develop different skills. She takes them to local toddler groups where they meet with their friends. This allows children to naturally develop their early social skills within a fun environment. The childminder makes use of local parks for children's outings. This gives them opportunities to use up their energy while out in the fresh air. In addition, she takes them to a nearby soft play centre. They have great fun there as they are able to freely roll, jump, crawl and slide across the soft covered equipment. Consequently, children begin to develop confidence in using their bodies in different ways and benefit from regular exercise.

The childminder talks to children about being careful as they move around the home. She reinforces road safety awareness with them on their outings. For instance, she encourages older children to act as good role models for their younger friends, by stopping, listening and looking for cars on the road. This encourages children to develop a sound awareness of keeping themselves safe from harm. Children enjoy their healthy snacks and meals. For example, they eagerly tuck into their wholemeal sandwiches and pieces of cucumber and tomato for lunch. They are regularly encouraged to have drinks of water or milk. The childminder enhances children's awareness of foods that are good for them through use of play food, cooking activities and reading stories. This supports them well in developing a positive attitude to eating healthily. Children are encouraged to wash their hands before eating or after playing outside. The childminder is vigilant in wiping surfaces after use and keeps her home clean and tidy. For instance, she has obtained a steam cleaner for the playroom to help maintain a cleaner environment for children. Consequently, she implements clear procedures to help prevent the spread of infection.

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

The childminder shows a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. For example, she has attended safeguarding training and recognises possible signs and symptoms that may cause concern. She understands the procedures to follow to manage any possible safeguarding issues. She also keeps detailed written information on safeguarding procedures, which include the contact numbers of relevant agencies. This helps her in protecting children's welfare. In addition, the childminder promotes children's safety in the home and on outings very well. She completes detailed risk assessments, which she follows up with daily checks of the play areas. The childminder has put relevant safety prevention in place and has also arranged a visit from the local fire department. Following this visit she has fitted new smoke detectors and checks these regularly. She practices fire drills with children frequently to help them become familiar with procedures should there

be an emergency situation. This effectively helps the childminder to put robust systems in place to promote children's safety. Parents are positive about the care offered to their children. They say they enjoy working with the childminder and that their child feels happy and secure. The childminder sends newsletters out to parents and uses daily diaries with them. She maintains daily liaison with parents on arrival and collection of their child. This keeps parents very well informed of their child's care and of any events and changes in the setting.

The childminder has put in place effective systems for monitoring her practice. For example, she liaises with her co-childminder each week on children's progress. They discuss if activities they plan are effectively supporting children's development. She is using systems to help her track children's progress and so identify any gaps in their learning. The childminder is reflective of most parts of her practice and is active in making improvements. She forms clear action plans with her co-childminder and addresses identified issues promptly overall. For instance, since registering she has obtained further resources to support children's needs and interests. This actively encourages their participation in play and promotes further learning opportunities for them. The childminder promotes children's well-being through establishing suitable daily routines. For example, she encourages their understanding of appropriate hygiene routines. In addition, she considers the effectiveness of facilities provided for children to wash and dry their hands and changes these accordingly. The childminder is keen to continue improving her provision and frequently attends short training courses. In addition she is currently undertaking a level 3 course in child care and early year's education. This shows a clear commitment to providing high quality care and learning for children.

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	EY448151
Local authority	Bristol City
Inspection number	803316
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	10
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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