

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

- The childminder talks calmly with children and gives a reassuring approach, which helps children feel relaxed and settled in her care.
- The childminder provides a range of exciting play experiences, which effectively encourage children's ongoing development.
- The childminder continues to attend ongoing training to build on her understanding of child development and related issues. She uses this knowledge effectively to develop the provision she offers to children.
- The childminder is well-organised in her practice and reviews policies and procedures to meet any changes in legal requirements.
- The childminder forms friendly relationships with children's parents and keeps them well informed of their children's activities and achievements.

It is not yet outstanding because

- The childminder encourages parental involvement in their child's learning, although the information gained on children's developmental starting points 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 observed children in their play and interaction with the childminder
- The inspector viewed the childminder's systems for observing and assessing children's achievements in play
- The inspector talked with the childminder about children's development and how she supports this through the activities provided
- The inspector looked at the childminder's policies and procedures on file.

Inspector

Mary Daniel

Full Report

Information about the setting

The childminder registered in 2012. She lives with her husband and their son aged 26 months in Bristol. She works with her mother, who is also a registered childminder. They operate their childminding business from her mother's house, which is situated in Bristol. Children have use of a purpose built playroom, a living room, kitchen/diner and toilet downstairs and three bedrooms and a bathroom upstairs. There is an enclosed garden available for outdoor play activities. The family has two pet dogs. The childminder is

registered on the Early Years Register and both parts of the Childcare Register.

What the setting needs to do to improve further

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

- develop further children's interest in stories and their understanding of the world by making photograph books with children of familiar people, favourite places, toys and activities.
- 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

Inspection judgements

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

The childminder is friendly and attentive to children. They respond happily to her and are keen to join in the exciting play activities that she provides. For example, she reads them a story about a kangaroo and uses small toys as props to gain children's interest. She effectively involves children in the story, by asking them questions about what they see in the pictures. This promotes good communication and language skills with children and they begin to learn new words such as kangaroo and pouch. Children enjoy looking at books and are beginning to turn pages correctly. Children confidently press the buttons on an interactive story book about a bus anticipating the sounds that this action initiates. As a result, children start to develop an interest in how things work and begin to successfully operate simple technological mechanisms. This helps them gain confidence in their abilities and actively supports them in developing their future skills for learning. The childminder encourages children's interest in the world through stories and as they go out in the community. However, she does not make use of photographs to prompt further awareness of how people live and to continue their enjoyment of books. For example, by using photographs of people, places or events that are significant to children's lives. The childminder brings counting into everyday play activities and they begin to repeat familiar numbers, saying 'One, two, three'. Children like playing with the colourful shape sorters. This encourages them to start solving simple problems as they begin to fit some simple shapes into the corresponding shaped holes. The childminder talks to them about the red, yellow, green and blue pegs they take out of the hammer board. She hands the pegs back to them telling them the different colours as they fit these back into the holes of the board. As a result, children start to develop awareness of colour and of size, space and

shape. This promotes their interest in early mathematical concepts. The childminder is developing a good understanding of the learning requirements of the Early Years Foundation Stage framework. She uses her observations of children's play to plan activities that will build on their current abilities. For example, she sees that children are starting to count with her. She plans their next steps of learning using the Development Matters publication from the Early Years Foundation Stage framework. This supports the childminder in providing appropriate resources and activities for counting to help children consolidate their skills. In addition, she displays a number chart to help children become familiar with the written number shapes. This means the childminder plans activities that link with children's interests and build and challenge their existing abilities.

The childminder gets to know children very well through her liaison with their parents. She talks to parents daily about their child's progress and shares information on the achievements they make. This promotes continuity in children's care and learning. However, there is less information shared on children's developmental starting points as they register with the childminder. This means the initial activities planned by the childminder, may not be securely based on children's existing skills. Consequently, this impacts on the effectiveness of how initial planned activities support children's progress. The childminder understands the need to provide a consistent approach to children's learning and contact has been made with other settings they attend. The childminder is implementing procedures for completing the two-year progress check for children. She intends to share information on children's development with their parents and other agencies involved in their care. Therefore, she will be monitoring children's progress through a cohesive approach.

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

The childminder welcomes each child and praises them often. This helps children feel valued. They respond positively to the childminder's gentle humour and reassuring approach. As a result, they are relaxed and comfortable in her care and they play happily with their friends. The childminder observes children well and uses effective strategies to manage their behaviour. For example, she explains to children about sharing toys and being kind to their friends. This supports children to gain the skills they need for their transition to school as they develop a positive attitude to others. She uses strategies of distraction effectively and helps children to manage their feelings through her positive approach to meeting their needs. For instance, she knows when children are getting tired and need their special toys or want their bottle to hold. As a result, children are confident and settled in her care. Children play in an attractive welcoming child-friendly environment where they explore the play areas with interest. Children can easily access the toys they want as these are well organised and stored at their level. This actively encourages children's independence and free choice in their play. The childminder has a sound understanding of how children learn and uses the play resources competently to support their progress. For example, she uses a simple farm animal inset puzzle to encourage children's awareness of size, space and shape. She praises them as they fit the pieces in correctly. In addition, children like to attempt to make the noises of the farm animals, such as the dog, cow or sheep. The childminder claps her hands enthusiastically as they

smile and say 'Woof' or 'Moo'. As a result, children develop good self-esteem and gain confidence in their abilities.

Children learn safe behaviour as the childminder talks to them about positive practices. For instance, she encourages them not to climb on furniture and praises them when they sit safely on a ride on toy. She has also established effective systems for getting children in and out of the car to go on their outings. This helps children to develop a sound awareness of keeping themselves safe from harm. The childminder promotes healthy living practices very well with children. For example, they enjoy their 'splashy' walks in the puddles or they go to feed the ducks at a nearby pond. They sometimes go swimming with the childminder or visit a local soft play centre. This means they often have opportunities to exercise and use up their energy and also time to be out in the fresh air. The childminder follows appropriate procedures when changing children's nappies. She wears disposable gloves and wipes the changing mat after each use. This actively helps to prevent cross contamination. The childminder encourages children's awareness of healthy eating through interesting cooking activities. For instance, they make gingerbread men using grated vegetables. Consequently, children enjoy mixing and baking and are also supported in developing tastes for foods that are good for them.

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

The childminder has developed a sound knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. She attends ongoing training. For example, she has booked a place on a speech and language course taking place next month. In addition, she has embarked on a level 3 course in child care and early year's education to help her improve her practice. She organises her practice effectively in liaison with her co-childminder, which helps them share responsibilities. As a result, she has established clear daily routines. For instance, to enable children to play and rest according to their individual needs. This helps children feel settled and comfortable in the setting. The childminder has implemented clear policies and procedures, which she shares with parents. She reviews and updates required documentation to meet current legislation. The childminder is safety conscious and completes detailed risk assessments. She also completes daily checks of the play areas, which helps to minimise the risk of accidents to children. The childminder also reviews risk assessments to assess children's accessibility of activities. This effectively promotes inclusion and helps to keep children safe. The childminder has a sound awareness of safeguarding issues. For example, she understands how to respond should a concern arise with a child. This helps to protect children's welfare appropriately.

The childminder forms positive relationships with parents and they are happy with the care provided for their child. She keeps them well informed about their child's day through use of a daily diary. This means she consistently promotes children's welfare through effective liaison with their parents. The childminder is keen to maintain continual improvements to her practice. For instance, since registering she has sent out parents questionnaires to gain their views on the provision offered to their child. She has sought

information on data protection and shared this with parents. This promotes confidentiality in use of children's records and gives parents reassurance on practices followed. The childminder evaluates the effectiveness of the play experiences offered to children in liaison with her co-childminder. She keeps clear records of children's achievements across the seven areas of learning and regularly reviews their progress. This helps her to effectively monitor children's development and promptly identify any gaps in their learning. Consequently, the childminder has a very positive approach to providing high quality practices to effectively promote children's care and learning.

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	EY448158
Local authority	Bristol City
Inspection number	803317
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
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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