

Inspection date

Previous inspection date

25/07/2014

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 teaches children a range of mathematical skills during play. They learn to count, recognise colours and shapes in the environment around them.
- The childminder responds to children's communication skilfully and uses successful strategies to extend their vocabulary so, children are confident communicators.
- The childminder follows children's lead in play, giving them plenty of choice.
- The childminder promotes a healthy lifestyle and teaches children to be independent. This is helping them to develop the social skills they need in preparation for school.
- Robust settling-in procedures mean that good relationships are made with children, they settle well and the childminder works in partnership with parents.

It is not yet outstanding because

- There are fewer opportunities for children to role-play and be imaginative to help extend their learning experience and keep them engaged.
- The current system for summarising children's progress in learning could be enhanced further, by developing good partnership working with parents so that children achieve even higher levels of attainment.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 viewed all areas accessed by the children.
- The inspector observed interactions, play and learning opportunities for the children indoors and outdoors and sampled documentation records.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took account the views of parents through documentation.

Inspector

Dominique Bird

Full report

Information about the setting

The childminder registered in 2014. She lives with her partner and young daughter, in Bristol. Childminding will be carried out on both levels of the premises, with toilet facilities and sleep provision on the first floor. Children have access to a rear garden for outdoor play. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Currently, there are three children on roll in 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:

- further develop the systems for completing summative assessments in partnership with parents
- further enhance the opportunities for children to engage in role play.

Inspection judgements

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

The childminder has good procedures in place for settling children in quickly. She works closely with parents and encourages them to share what they know about their children's interests and needs. The childminder uses this information to help children settle and to establish their starting points. The childminder has a well-resourced home for children to play in and areas that adds a homely feel. As a result, children show a sense of belonging at the childminder's home. The childminder has good observation and assessment systems in place that enable her to see if children are making good progress. However, when summarising children's progress, the childminder does not always enable parents to give more detail about their children's individual strengths and what they need to learn next to extend their learning further. The childminder plans and provides a variety of activities based on children's interests that meet their learning needs and that cover all areas of learning. Although all children are making progress with their creative development, children are less engaged in these activities because the childminder misses opportunities at times to promote their imaginative skills further. The childminder incorporates a good range of activities to support children's mathematical development. For example, during music and movement play, children sing counting songs using their fingers to count to five and they draw shapes with their fingers in sand. The childminder follows children's interests that she has observed including those that parents share from home and takes opportunities to teach and encourage them further. For example, children enjoyed the beach on their family holiday and the childminder plans seaside play activities with shells

and sand. The childminder helps children understand the importance of care routines and teaches children healthy lifestyles. For example, children wash their hands after messy play in the garden and grow their own beans, which they pick and prepare for their meal. This encourages children's physical development, promotes their self-care skills and teaches them how to look after themselves and their bodies.

The childminder teaches children to be independent. For example, children put their own shoes on before going outside and wash their own hands before snack. The childminder is skilled at following children's lead in play while teaching them new vocabulary and extending their knowledge about things. For example, when children use descriptive words such as 'sticky' as they touch the beans, the childminder extends this further by asking them to feel other things and comment on what they feel like. The childminder models new vocabulary such as 'furry' and 'soft' which the children then use in their play later on, demonstrating that they children have learnt the new words. The childminder reinforces previous learning and makes links for the children by talking about books they have been reading about beanstalks.

The childminder keeps parents well informed about their children's progress. There is a good two-way sharing of information with daily diaries, informal assessments and verbal discussion. The childminder shares the learning records and children's learning priorities with parents. The childminder makes good use of parent's observations to inform her activities. As a result, activities reflect children's current interest at home, which helps to motivate and engage them in purposeful play.

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

The childminder creates a homely environment for children. She is caring, supportive and actively promotes children's emotional well-being. As a result, children form good emotional attachments with her. They like to sit with her in cosy spaces to look at books. Children enjoy playing with her as well as playing independently. They show good levels of confidence as they approach other adults. Children show curiosity and interest in their world. The childminder extends this interest by taking children on exciting outings to places such as other local toddler groups. She also provides activities where children develop a good awareness of the need to value diversity. The childminder successfully prepares children for moving on to schools and other settings.

Children explore and investigate freely and engage others in their play. The childminder helps them develop good social skills and manages their behaviour appropriately. She is a good role model for children so they interact well with their friends. As a result, children behave well and willingly share resources. The childminder provides suitable and a good range of clean and stimulating resources ensuring children's safety.

The childminder makes the main play areas indoors and outdoors welcoming and interesting. She praises children for their effort and their achievement, helping to build children's self-esteem. The childminder uses photographs of children taking part in activities, which she shares with parents. The childminder promotes children's health well.

Children enjoy daily exercise and active play in the garden and places, such as the local woods. The childminder helps them develop good physical skills and coordination. She also uses outings effectively to help children develop a sound awareness of how to stay safe, for example, how to cross the road safely. This learning is being extended through play activities as children make traffic lights with craft materials and talk about which colour represents stop and which represents go.

The childminder encourages children to adopt good personal hygiene routines such as washing their hands before eating. The childminder carries out appropriate hygiene practices such as regularly cleaning the areas where children eat.

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

The childminder has a secure knowledge of the safeguarding and welfare requirements and meets them successfully. The childminder maintains all the required documentation that helps support children's safety and welfare. The childminder has completed child-protection training and as a result, she has an up-to-date knowledge of how to identify and report any child protection concerns. The childminder ensures that her home remain safe. Visitors are limited to outside of minding hours and are not left unsupervised around children. Any visitors during minding hours are asked to sign in and out. The childminder has carried out extensive risk assessments and has a good range of policies that help to promote children's safety.

The childminder effectively evaluates her service and the educational programme that she plans for children. She makes good use of her assessments to identify whether children are enjoying and achieving. The childminder actively seeks the views of parents through questionnaires ensuring ongoing development of her service.

This is the childminder's first inspection since registration. The childminder shows a strong commitment to the continual development of her practice and skills. She has enrolled in further training to develop her knowledge of early years even further. As a result, she offers a good service, which benefits children. She values the benefits that evaluating her practice can bring to children's care and learning. Views of parents and children are included in the monitoring process. Parents comment that the childminder 'creates an environment that is a continuation of the love and care children receive at home'. Another parent states, 'I am delighted with all the opportunities children get to do with you'.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY473190
Local authority	Bristol City
Inspection number	952017
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
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, which are usually the childminder's 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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