

Inspection date

Previous inspection date

06/11/2012

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 is keen and enthusiastic; she develops her secure knowledge and skills through attending training courses to benefit the children.
- Children are happy and settled because of strong relationships forged at the childminder's home. The childminder strongly develops children's self-confidence. She encourages children to try different activities enabling children to make good progress in their learning.
- Children are motivated to play with a good selection of interesting technological toys.
- The childminder establishes good relationships with parents. Parents are successfully involved with their child's development through their secure partnership with the childminder. An effective daily diary and a 'learning journal', enables parents to monitor their children's progress and to become involved in their children's development.

It is not yet outstanding because

- Children cannot always easily access tools and materials to enable them to make marks and practise writing skills spontaneously.
- Young children are not always encouraged to make and express their preferences and make choices.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities taking place in the downstairs of the home and in the garden.
- The inspector walked with the childminder to the local school.
- The inspector spoke with the childminder throughout the inspection to clarify the observations.
- The inspector looked at children's learning journeys, children's records, a selection of documentation and the self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Sandra Croker

Full Report

Information about the setting

The childminder was registered in 2011. She lives with her husband and two children in the Bedminster Down area of Bristol. The whole of the property is used for childminding and there is an enclosed garden for outside play. The childminder has three cats and indoor goldfish.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is currently minding two children in the early years age range and two children older children. The childminder offers care each working day between the hours of 7.30am and 5.30pm. She takes children to and collects them from local schools.

What the setting needs to do to improve further

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

- increase children's opportunity to make and express choices, for example by providing pictures or objects representing options
- enhance children's opportunities to handle and control tools for writing, for example by providing 'tool boxes' containing things that make marks so that children can explore their use both indoors and outdoors.

Inspection judgements

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

Children arrive eagerly at the childminder's house where everyone is involved in welcoming and caring for one another. The childminder shows a keen interest as children share experiences from home. Older children interact caringly with younger children as they build towers from construction materials. Learning opportunities provided by the childminder stimulate children's differing interests well. Young children enjoy stacking numbered blocks excitedly anticipating when they will fall over, whilst older children enjoy sequencing them in numerical order. Children acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning. Children's individual progress is consistently good. Young children strongly focus on putting toys away as they excitedly anticipate taking older children to school with the childminder. Children competently get themselves ready for school, which effectively highlights patterns in this daily routine for the younger children.

The childminder has a good selection of toys where children press parts or lift flaps to make sound and movement. Younger children are fascinated by a toy telephone and excitedly experiment with using sounds and words as they pretend it is real. There are interesting book areas where children and the childminder enjoy books together. Younger children eagerly fill in missing words or phrases in known rhymes or stories as the childminder effectively pauses at intervals.

Children engage in plenty of activities to practise manipulative skills. Their artwork is displayed and they ask to use a good selection of brightly coloured modelling dough. However, there is limited opportunity for younger children to access things that can make marks both indoors and outdoors. Children experience a well-resourced role-play area that positively reflects diversity. The childminder thoughtfully describes what she sees younger children doing as they pick the leaves from a herb collection. She has a secure knowledge and understanding of how to promote children's learning and development. Through initial visits, parents contribute to assessments of children's starting points. The childminder shows that children make good progress based on accurate assessment of their development. She encourages parents to share what they know about their children; and keeps them well informed about their children's achievement. For example, parents report that they value the 'learning journal' kept by the childminder because it effectively involves them with their child's learning.

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

Children play enthusiastically with other children in a stimulating, well-resourced and welcoming environment. They make strong relationships with one another and with the childminder. Parents report how their children's behaviour effectively demonstrates how safe and at home they feel.

All children behave well and play cooperatively. Younger children share a box with the childminder, fascinated with its unusual and interesting contents. Children match lids to containers, run their fingers along different textures, and explore brushing their hair with a wooden brush. The childminder successfully supports young children in managing their own behaviour. For example, she recognises a child's interest in throwing objects and consistently and calmly explains how this could hurt other children. She effectively plans activities where children can throw things safely outdoors. The childminder has a good understanding of how to support children's emotional well-being.

The childminder successfully celebrates children's developing independence by recording their progress in a 'learning journal'. Children are consistently encouraged to try to put on their own coat, feed themselves when appropriate and to wash their own hands. However, younger children cannot always access the full range of resources, or communicate their preferences, for example at meals times.

Children are gaining a good understanding of risk through activities that encourage them to explore their environment. For example, older children responsibly wait for the childminder before crossing the road as they walk to school. Younger children eagerly climb up the slide but seek the childminder's support when needed. The childminder effectively promotes children's safety, while not preventing their risk taking.

Children develop a good understanding of the importance of exercise as they play in the secure garden and local park. The childminder plans interesting opportunities for children to be active. Children energetically ride scooters and play with bats and balls. Parents report that the childminder prepares healthy food options at mealtimes. Children enjoy a

bowl of strawberries for their morning snack. Children are developing a good understanding of why it is important to have a healthy diet.

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

The childminder has a good understanding of her responsibility to meet and implement the requirements of the Early Years Foundation Stage. She has a strong commitment to attend training. For example, she has attended food hygiene training and plans to attend a course to support children's speech and language development.

Arrangements for safeguarding children are robust and well embedded. The childminder shares clear policies and procedures with parents. The childminder gives a copy of her policies and procedures on a disc to parents who sign a document to say they agree to them. The childminder effectively monitors learning programmes so that children have a wide range of experiences. She has a good, secure understanding of the areas of learning. The childminder monitors children's assessments, together with parents, to promote children's skills, abilities and progress.

Thorough self-evaluation takes into account the views of children and their parents. Parents report positively how they fill out a questionnaire after their children have been attending for six months. The childminder successfully identifies priorities for improvement and acts on them accordingly. For example, she has recognised that borrowing resources from a local inclusion library will help children experience other cultures in more depth. Partnerships with parents, childminding groups and external agencies, make a strong contribution to meeting children's needs.

The Childcare Register

The requirements for the compulsory 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	EY432546
Local authority	Bristol City
Inspection number	778149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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