

<b>Inspection date</b>	23/11/2012
Previous inspection date	16/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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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 provides a well-balanced range of activities to meet the individual needs of children appropriate to their ages and stages of development and their individual interests. Children therefore, make good progress.
- The childminder works closely with parents. This helps to help children settle in her care and enjoy care routines consistent with home.
- Children enjoy easy access to a wide range of toys and resources that support their learning.
- The childminder has made careful risk assessments of all aspects of her provision so children are safe and free to play.

#### **It is not yet outstanding because**

- The childminder makes regular reviews of children's progress. She but is not yet fully confident of how to involve others in the assessment check at two years to ensure consistency for children's development.
- The childminder does not yet fully engage parents in sharing information about children's learning and development at home to offer complete continuity in children's 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 observed the childminder and her assistant playing and caring for children in the living room and playroom.
- The inspector spoke with the childminder and her assistant during the inspection at appropriate times.
- The inspector examined samples of relevant documentation and records. These included children's learning diaries, policies and procedures.
- The inspector spoke with the parent of one child present on the day of inspection.

## Inspector

Carol Cox

## Full Report

### Information about the setting

The childminder was registered in December 2000. She lives with her husband and adult son in the residential area of St. Andrews, in Bristol. The childminder works with an assistant. The ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently

minding five children 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:**

- strengthen the systems for sharing information with parents to enable them to contribute their own observations and comments to their child's learning records
- gain further knowledge of how to conduct the assessments at two years in partnership with other settings and carers involved in the care, learning and development of children

### **Inspection judgements**

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

Children settle quickly with the childminder and respond well to her. They show great confidence in her care and eagerly move around her home to choose toys. The childminder plans a broad programme of activities based on her observations of children's achievements and their individual interests. She plans some activities based loosely on themes. For example, children recently enjoyed exploring the local park to collect leaves to link with the autumn theme. They used the leaves to make rubbings and sticky pictures. The childminder explains how such activities help children use simple tools and equipment appropriate to their abilities. The textures of the leaves stimulate children's senses and provide opportunities for discussion and the introduction of new words. When children choose their own play the childminder is skilled at recognising how to support their learning in all areas. For example, when toddlers play with an electronic alphabet toy they begin to use simple technology to make different functions work. The childminder shows them letters in their names and sounds them out. Children are avid explorers and investigators. They rummage through the toy box finding favourite toys and examining those that are new to them. Children make their needs known to the childminder who helps by talking constantly with them. At present most of the children she cares for are very young, and she knows that listening and responding to their babbling is important in their language development. Children begin to say single words and are warmly praised and encouraged. They enjoy singing to favourite songs and join in actions as the childminder sings 'point to the ceiling, point to the floor'. Children enjoy outings in the local community where they observe other people and the natural world. Children receive plenty of experiences that help them develop useful skills in preparation for the next stage in their learning.

The childminder understands how to help children make good progress in all areas of by recognising their unique learning needs. She works closely with parents to make initial assessments of children's care, learning and development on placement and uses these to plan for future learning. Parents enjoy learning about their children's development through daily verbal feedback from the childminder. Each child has their own learning diary that includes formal and snapshot observations and which the childminder illustrates beautifully with photographs and examples of their own work. She uses these records to identify next steps in learning and track children's progress. The childminder recognises the importance of sharing learning observations and comments with parents. She has not yet fully engaged them in their children's learning by encouraging them to share information about children's learning at home. The childminder has not yet needed to complete a two-year-old assessment but she is keenly aware of the need to involve parents and others. She has not yet developed her systems for this although she keeps parents informed about the value of partnership working. Children laugh and delight in the childminder's company and clearly thrive from the careful attention both the childminder and her assistant lavish on them.

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

Children are secure and confident in the childminder's care because she offers a sensitive settling-in period. Children become confident and sociable and begin to play alongside and with their friends. The childminder takes them to toddler groups where they can socialise with others. They enjoy free access to a wide range of carefully selected toys and resources chosen to reflect their ages and stages of development. Resources portray positive images of other people and their lives to help children become aware of difference. Children benefit from attending soft play centres where they extend their physical skills. The childminder helps children learn the simple routines of her home and their behaviour is very good. When children become upset, they confidently turn to the childminder for reassurance. The childminder talks with children about their emotions and helps them express themselves. She knows each child well and understands their emotional needs. For example, some children need 'coming round' time after a nap so she sits quietly with them until they are ready to play. Children enjoy a healthy lifestyle and benefit from regular outside play. In warm weather the doors to the playroom are left open giving children free access to a secure decked area filled with interesting toys and resources. The childminder supports children's physical development very well. For example, young children cruise around the furniture and kneel up when exploring the toy box. They hold their own cups and enjoy feeding themselves finger foods. The childminder identifies each child's care needs through careful discussion with parents. This helps provide continuity for children in line with home routines.

The childminder organises her home well to provide space for children to play safely. She maintains a high level of cleanliness and teaches children not to spread infection. For example, each child has a named drinking cup with a laminated photograph. This means that children are always sure which cup is theirs. She makes careful risk assessments of all aspects of her provision to minimise risks to children both at home and when on their

outings locally. Children learn about keeping themselves safe when practising the fire drill or crossing roads on the way to the park. The childminder is vigilant in meeting children's health and well-being needs and ensuring they are free to develop and learn happily.

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

The childminder and her assistant provide a happy and welcoming environment where children are confident and safe. They understand the importance of providing learning opportunities for children to explore and experiment. They use suitable guidance and children's learning records to plan activities to meet the needs of each child. Consequently, children make good progress in all areas in relation to their starting points. The childminder reviews each child's progress and discusses any concerns with parents. She has experience of helping children who have particular learning needs and is confident to work in partnership with others to achieve best outcomes for children. The childminder has a good understanding of safeguarding issues. She shares her safeguarding policy and procedure with parents and makes sure they understand her responsibility towards their children. She has made secure arrangements with parents to identify those adults authorised to collect children from her care. Children are safe and secure in her care.

The childminder has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has well-written policies and procedures in place to support children's safety and well-being that she shares with parents. The childminder maintains all necessary documentation and records securely. She shares these in confidence with parents who sign to verify accuracy. She has a clear understanding of the value of building partnerships with others when children attend other settings. She has experience of working closely with other professionals to achieve good outcomes for children. The childminder recognises the importance of working closely with parents and is always seeking ways to improve the sharing of information with them.

The childminder demonstrates a high commitment to maintaining a good quality service for children and their families. She has made a self-evaluation that details actions and improvements she has taken since her last inspection. The childminder has identified some areas for development and is actively seeking training to address these. Parents express their great satisfaction with the good progress their children make.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	106752
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	813299

<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	8
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/03/2011
<b>Telephone number</b>	

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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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