

## Inspection date

Previous inspection date

29/01/2013

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 are keen learners, and purposefully take part in fun and stimulating activities. Therefore, they make good progress in their learning and development.
- Children settle well due to the childminder's patient care and understanding of how to encourage their learning.
- The childminder has a good understanding of how children develop. She uses thoughtful questioning to encourage children to think critically and extend their learning.

### It is not yet outstanding because

- A system to provide parents with information on how they can support their child's learning at home is not yet fully in place.

## 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's play and their interaction with the childminder.
- The inspector took account the views of parents.
- The inspector spoke to the childminder at appropriate times.
- The inspector sampled children's learning profiles and records.

## Inspector

Barbara Walters

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband and three children in Fishponds, Bristol. The whole of the property is used for childminding purposes. There is an enclosed rear garden for outdoor play. The family has two dogs. There are steps leading to the property. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding two children in the early years age group on a part-time basis. The childminder also offers care for children up to the age of 11 years. She works Monday to Friday from 7.30am to 6pm. The childminder walks or uses a vehicle to the local school to take and collect

children. She takes children to local groups, the park and the city farm.

### **What the setting needs to do to improve further**

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

- support further children's individual progress by working with parents to support children's learning at home.

### **Inspection judgements**

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

The childminder has a thorough understanding of how children learn and how to support them in their individual progress. She has organised her home so that children can choose from the toys and activities on offer or ask for what they want to play with. Consequently, children can explore independently and play comfortably. The childminder plans a range of adult-led or child-initiated activities based on children's interests and levels of development. These encourage children to try new experiences and develop new skills. For example, children show curiosity with the balloons. They develop their coordination skills when trying to prevent the balloon from hitting the floor, and laugh with delight at their achievements. Children are confident to express their needs and ask for their favourite colour balloon. The childminder has a good knowledge of how to stimulate children's interests and joins in their play to support their learning. For example, children concentrate well when completing a jigsaw puzzle. They show a good awareness of shape and size and engage in discussion with the childminder about which piece fits where. The childminder effectively uses the opportunity to introduce children to understand feelings such as sad and happy from the picture in the puzzle. Younger children are successful in fitting shapes into spaces with the support from their friends. The childminder offers warm praise to the children for helping and sharing, which effectively promotes their self-esteem. The childminder thoughtfully questions the children to support them well in their development. For example, she models being a thinker so children begin to explore and find out, such as counting the plates when she lays the table or counting in sequence. She extends children's imagination well by asking where the toy dinosaur is going. She supports the younger children to cut the play pizza to share with their friends. The childminder helps to develop children's speech and language well. She shows children how to pronounce words and develop their language. For example, she describes what children are doing when using the pretend knife to cut the food.

The childminder provides a wide range of activities to support children well in their

progress. For example, children complete a sticking activity and choose from a range of different materials, such as fake fur, tissue paper and coloured see-through paper. This effectively supports their experience of textures and space. Children enjoy outings on a regular basis, visiting the local parks and places of interest. They enjoy new experiences, such as watching the robins searching for food and the dogs jumping in the river. The childminder has a good understanding of supporting children's physical development. Children benefit from visits to the soft play centre, which is appropriate for their stage of development. They enjoy tackling a range of levels, climbing, balancing and sliding. This promotes their physical skills, confidence and understanding of keeping safe. The childminder takes the children to the local children's group, which further supports them in their physical development by using large play equipment. All these experiences effectively support children in acquiring the skills, attitudes and dispositions for the next stage of their learning and transition to school.

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

Parents provide a packed lunch for the children and the childminder works closely with them to ensure she meets children's dietary needs and preferences. The childminder supports children's learning in making healthy choices. She regularly takes them shopping to choose the fruit for their snacks which supports a positive attitude to healthy eating. Children enjoy regular outdoor activities to ensure their physical needs are catered for and so they can play in the fresh air. Regular walks in the local park and visits to soft play centres support children well in developing new skills and experimenting with moving their bodies.

The childminder is proactive in supporting children to develop their independence and health care skills. Children wash their hands before meals and they are able to help themselves to the drinks provided throughout the day. Older children confidently try to dress themselves and help clean the table and put the cloth in the bin. The childminder respects children's individuality and ensures that she meets the needs of the individual children in her care. Those who are new to the setting bring comfort toys from home, which the childminder ensures they can always reach. This helps children feel secure in the setting as the childminder thoughtfully meets their emotional needs. The childminder is skilled in supporting children to consider their friends. For example, she uses gentle support and age appropriate explanations to help children learn to share.

Children begin to take some responsibility in keeping themselves safe. The childminder reminds children to use the chairs properly so they will not fall. Older children are well aware not to be in the kitchen when their cakes are cooking as the oven is hot. The childminder takes effective care to ensure the risks to children are minimised when children go on outings. She carries out detailed risk assessments and considers the individual children to ensure they are all kept safe.

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

The childminder works closely with parents to provide effective continuity of care and security for the children. She gathers ample information about children when they first attend to develop her understanding of their emotional and care needs. Parents find the diaries that the childminder provides compelling and appreciate the detailed insight into their child's day and learning. However, a system to share information on how they can support their children's progress at home has yet to be fully established. This limits continuity in children's learning between the setting and home.

The childminder is knowledgeable in her understanding of safeguarding children. For example, risk assessments are detailed and she identifies and removes any potential hazards that children may come into contact with. All records pertaining to children's care are extremely detailed and shared with parents. The childminder also emails parents details of any minor accidents to provide them with a clear picture of any action taken. The childminder has failed to notify Ofsted of her name change following her recent marriage. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. There have been no other changes to her circumstances as her partner has been vetted and therefore there is no impact to the children. The childminder has a competent knowledge of her role and responsibilities in child protection. She is confident in what she should do if she has concerns about a child in her care.

The childminder is beginning to evaluate her practice and has completed a written self-evaluation, assessing her strengths and areas for improvement well. This demonstrates she has a good understanding of how she can continue to support children's care and learning as well as her own practice. For example, she is intending to complete specific training to develop a visual timetable to help younger children feel more secure. The childminder has a thorough understanding of the learning and development requirements and how to monitor children's progress. She has assessed children's starting points typical to their developmental age and monitors their progress effectively. She plans for the next steps in their learning and consequently, children make good progress in their learning and development.

### 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
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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>	EY446403
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	822001
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	5

<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<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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