

## Inspection date

Previous inspection date

03/07/2013

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 provides a secure and safe environment. Children share a close bond with her, which benefits their feelings of safety and contentment.
- Children play and learn in a relaxed atmosphere. The childminder provides positive interaction to support their learning well.
- Children enjoy a wide range of activities and experiences that help them make good progress in all areas of learning.

### It is not yet outstanding because

- There are few resources that enable babies to fully develop their large physical skills, such as low level equipment to pull themselves up to stand.

## 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 looked at a selection of policies and statements, including safeguarding.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took into account the views and opinions of parents.

## Inspector

Jan Healy

## Full Report

### Information about the setting

The childminder registered in 2012. She lives with her husband in an apartment in the centre of Bristol. The whole of the apartment is available for childminding purposes. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works Monday to Friday from 8am until 6pm throughout the year. She is currently caring for one child in the early years age range. The childminder has qualified teacher status.

## What the setting needs to do to improve further

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

- enhance opportunities for babies to develop their large physical skills further, for example, by providing low level equipment to enable them to pull themselves up to a standing position.

## Inspection judgements

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

The childminder provides a very welcoming and supportive environment, where children explore and make independent decisions about their play, such as seeking various textures to explore. They are exceptionally motivated and thoroughly enjoy listening to the childminder play a musical instrument, which they attempt to play themselves. Children are learning to solve problems, such as endeavouring to tap along and clap to simple rhythms. Children adore sharing books, handling them with interest and revel in helping to turn the pages. The childminder introduces new words to help babies communicate and they respond by making sounds in response to being spoken to. The childminder also sings songs and rhymes from other cultures during every day routines, which values linguistic diversity and raises children's awareness of the wider world. Good conversation takes place during snack time, with the childminder describing what children are doing. She praises babies for their efforts to feed themselves from a bottle. Babies rummage through treasure baskets and enjoy this experience with the childminder. For example, they listen to the various sounds the different wooden rattles make, with excitement. Children take part in creative activities, such as dancing to music and create collages from recyclable material. They build with blocks while learning to count and interlock pieces of jigsaw. The childminder supports children effectively in acquiring the skills needed to develop and learn effectively. This also aids children in being ready for their next stage of learning, which includes their readiness for school.

The childminder works in strong partnership with parents, involving them from the onset in their children's learning. Relevant information is sought, such as children's likes and dislikes, to enable the childminder to plan a wide range of interesting and challenging activities both indoors and outdoors. Parents are encouraged to become involved in continuing children's learning at home, such as reading them a story before bedtime, and a daily diary is shared to keep both fully aware of progress being made. Observations enable the childminder to focus on the stage of development children have reached, in order for her to build on what they already know. Regular assessments keep both childminder and parents up-to-date with achievements made, with all celebrating children's accomplishments. The completion of these assessments enables the childminder to clearly identify the next steps in children's learning. This supports children's ongoing progress well.

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

Careful consideration of the learning environment allows babies to crawl and explore the resources, such as the provision of interesting materials that are crinkly and shine. As they become more mobile, she provides more challenging activities to further their development, for example, by providing toys that make a noise when touched, which stimulates babies to reach out. However, the childminder does not fully encourage babies drive to stand and walk, such as offering equipment to enable them to pull themselves up to a standing position. A broad range of activities keep children amused and aids their continual progression in their learning. There is a good range of resources that reflect the diversity in our society, including words displayed in other languages and dual language books. These are stored within children's easy reach and provide children with exciting choices.

Children are happy and content, due to the positive and caring relationship they share with the childminder. She knows the children well and is fully aware of their individual needs, such as their daily routines, including their need for sleep and rest. Children are secure and behave well, as the childminder is a good role model and has high expectations of their conduct, including the teaching of good manners. Older children are taught to take turns and to share. They also learn about the effect their behaviour has on others, this helps them to develop good skills for self-control.

The childminder carefully supports children in learning good hygiene skills, through the use of clear routines. For example, the thorough washing of their hands after using the bathroom. She encourages them to choose healthy foods and snacks and advises parents to provide a nutritious packed lunch. Fresh drinking water is readily available, with older children being able to reach this should they become thirsty. Details are sought about any dietary requirements from parents during admission, to ensure children's individual needs are met. Daily trips are taken to the local park, where children enjoy the fresh air and physical activity outdoors. Children are learning to care for their own needs, such as putting on sun cream before trips to the park.

Safety is a priority, with risk assessments being made of both indoors and outdoors. This enables the childminder to identify and minimise hazards. Children are well supervised and are reminded to take care, such as staying safe by the road when on outings. Children take part in emergency evacuation practises at the childminder's home. As a result, children understand the procedures to leave the premises safely in the event of an emergency.

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

The childminder has a very good understanding of child protection issues. This enables her to follow appropriate local procedures should a concern arise about children's welfare. She has an accurate knowledge of the safeguarding and welfare requirements to improve outcomes for children. Her policies and procedures are robust and are shared with

parents, so that they are fully aware of her responsibilities.

The childminder has a strong partnership with parents. Visits are made to the parent's home, where the childminder is introduced to the children. This helps to build a strong relationship, and eases the move from home to the childminder's care. The childminder provides a wide range of information to parents, such as where they can locate baby massage, family support and dance classes. Parents describe the childminder as a 'gentle lady'. They report that they are kept up-to-date about their children's day through a daily diary and are fully aware of the progress they are making, as their learning journals are readily available. The childminder is fully aware of the need to work in partnership with other early years settings and health professionals should the need arise.

The childminder monitors her planning and assessment to ensure all children receive a broad range of activities and experiences in a fun and happy environment. Planning and assessment is consistent and precise, as she has an accurate understanding of their skills, abilities and progress. She is fully aware about how young children learn and respects their learning styles, such as participating in solitary play or preferring to play outdoors.

The childminder listens to parents' views to support her effective self-evaluation process. She is committed to making continual improvements, for example, she plans to learn sign language. The childminder seeks the support of a more experienced childminder to ensure she has an effective system for performance management. This helps identify an in-depth programme of professional development to help improve her practice.

### **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
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 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 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>	EY454017
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	897007
<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>	6
<b>Number of children on roll</b>	1
<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, 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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