

## Inspection date

Previous inspection date

25/07/2013

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

- Children form secure attachments with the childminder. As a result, they feel settled, safe and secure.
- Children explore easily because the childminder provides a welcoming environment and easy access to the toys.
- The childminder demonstrates a good commitment to driving continuous improvements to the quality of children's care, learning and development.
- The childminder successfully promotes all aspects of children's learning. Consequently, children maintain attention well and are making good progress.

### It is not yet outstanding because

- Children have less opportunity to explore the home lives and beliefs of one another to further develop their understanding of people and communities.
- The childminder does not always consistently promote younger children's enjoyment and involvement in stories, for example, through using props.

## 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 observed activities and the quality of the childminder's interaction.
  - The inspector observed the management of children's care routines.
  - The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her
- knowledge of the Statutory Framework for the Early Years Foundation Stage requirements.

## Inspector

Bridget Copson

## Full Report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two young children in Knowle, Bristol. All areas of the premises are used for childminding and children have use of the back garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has two 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:

- develop children's understanding of people and communities further by exploring and talking about the home lives and cultures of each other, for example, by looking at photographs of significant people and pets together.
- Encourage younger children's enjoyment and involvement in stories further through, for example, developing the use of props.

## Inspection judgements

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

The childminder has a good understanding of the learning and development requirements for young children. She monitors and promotes children's learning successfully from the start by using information about each child provided by their parents. This helps the childminder to settle children in well and to provide activities to support their interests and developmental stage. The childminder records observations of children's development which she uses to effectively plan and promote their next steps in learning. As a result, children are making good progress in relation to their starting points. The childminder keeps parents informed of their child's progress effectively and is preparing to provide parents with the required progress check for two-year-olds.

Children benefit from the childminder's positive interaction and close support. The childminder uses good questioning skills to help children to extend their thinking and to maintain their interest. Children enjoy activities, which stem from their interests and provide new experiences, often linked to seasonal topics. For example, children explore shells, which they also use to make patterns and decorations on their dough models.

Children explore with curiosity, using their senses and imaginations, and younger children copy older children as they make patterns. Children learn about the needs and feelings of each other and how to play kindly, for example, by taking turns. Children's communication and language are developing well. They express themselves clearly and the childminder encourages this by repeating words back and congratulating children when they name objects correctly. .

Children enjoy looking at picture books, which they choose independently. They seek out the childminder to explore them with her. Children focus for long periods of time as they cuddle up together, point at the pictures and name some of the things they see. However, the childminder does not always find ways to encourage younger children's involvement, for example, by using props. Children are developing a good understanding of their local community where they visit the parks and playgrounds and attend toddler groups, singing sessions and forest school activities. Children play regularly in the garden where they observe natural life and plant and grow fruit and herbs. Children successfully develop good physical skills and an understanding of the world about them. However, children have less opportunity to explore the home lives and beliefs of one another to further develop their understanding of people and communities. For example, there are no photographs of their families or the special pets they talk about in the childminder's home to capture their interest.

Children use their imaginations well in play. They use their senses to explore different objects and play creatively with paint, glue, dough, sand and water. Children also play imaginatively in pretend play. For example, younger children copy older children as they comb their hair and put in hair rollers. The childminder uses children's chosen activities to include other aspects of learning. For example, she counts aloud and uses descriptive language to compare big, small, long or thin objects to develop children's early understanding of mathematics. The childminder helps children to acquire the skills they will need to move on successfully in their learning.

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

Children are happy and settled in the childminder's care and form warm and trusting relationships with her. This is because of the childminder's close working relationships with parents from the start. Parents complete an 'all about me' form providing details of their child's likes, needs, interests, things they can do and who is important to their child. This helps the childminder to provide consistent routines and events, close support, comfort and reassurance to the children. This supports children well in the move from their home to the childminder's care.

Children move around confidently in a warm and welcoming environment. They play with a good range of toys, which they choose for themselves, and have plenty of open play space to play freely. The childminder supervises children closely. She uses calm and consistent messages and simple discussion to help all children, especially the younger ones, learn how to play positively and behave well.

Children enjoy healthy meals and snacks, and regularly try new foods and flavours, to learn about the importance of a healthy lifestyle. Children learn about keeping themselves safe. For example, they learn to manage steps effectively and discuss road safety and the importance of staying together at all times when on walks. They practise the fire evacuation procedure regularly so that they can respond quickly in an emergency. Children benefit from lots of active play in the garden and at parks to promote their health and physical development. They learn to use tools safely in creative play, and cutlery at meal times to feed themselves, nurturing their independence successfully.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder provides this information in a policy for parents. The childminder also completes daily checks of her home and regular risk assessments to maintain good standards of health and safety. This helps to protect the children.

The childminder has made several improvements to her provision, since registering, to enhance the quality of children's care and learning. She has successful self-evaluation systems in place, which include completing an accurate self-evaluation form and working closely with the local authority to identify how she can develop her service. As a result, she identifies and implements improvements which directly benefit. For example, she now involves parents more in their child's learning and development. This demonstrates the childminder's a good commitment to further improving the quality of her provision.

The childminder establishes links with the other early years settings some children also attend to promote children's learning and development consistently. She establishes good partnerships with parents. She keeps parents informed through her displays, daily communication and daily diaries. Parents actively contribute their views of the childminder's provision in questionnaires. They state they like 'the warm atmosphere', they are 'extremely happy with the service' and their children always come home 'happy and content'.

### **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
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>	EY456993
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	903262
<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>	4
<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, 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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