

<b>Inspection date</b>	30/07/2013
Previous inspection date	16/03/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 good range of interesting and purposeful play experiences, which effectively support children's learning.
- The childminder promotes children's good behaviour effectively through positive reinforcement.
- The childminder actively encourages children's involvement in preparing their meals, which effectively promotes their understanding of healthy eating practices.
- The childminder continues to attend ongoing training, which effectively helps her develop the provision offered to children.

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

- Systems for sharing information with parents on their child's developmental starting points are not fully established.
- Every day routines are not consistently used to fully encourage children's awareness of some positive health and hygiene practices.

## 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 children playing in the living room, dining area and the garden.
- The Inspector had discussions with the childminder and children at appropriate times.
- The Inspector sampled documentation such as the operational policies and procedures and self-evaluation systems.
- The Inspector discussed safeguarding procedures with the childminder and viewed related policies and procedures.
- The Inspector took account of the views of parents written comments.

## Inspector

Mary Daniel

## Full Report

### Information about the setting

The childminder registered in 2011. She lives with her partner and son in Whitchurch, Bristol. Children have use of a living room, kitchen/dining room and playroom and toilet facilities all on the ground floor. There is an enclosed garden at the back of the premises for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll, of whom nine are in the early years age group. At times, the childminder works with an assistant. The childminder holds a level 4 qualification in child care.

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

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

- make more use of everyday routine procedures to encourage children's understanding of good health and hygiene
- develop further the information shared with parents, such as on children's developmental starting points, to fully support the initial planning of activities.

## 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 of the Early Years Foundation Stage framework. She has a very sound knowledge of children's development and uses her observations of their play effectively to plan meaningful activities. For example, she recognises children's enjoyment of creative activities. She helps them choose a variety of coloured paints and textured collage materials and puts these into small, easy to hold pots. The childminder observes how each child uses these resources. She then provides paint brushes of different thicknesses, which will support and appropriately challenge their individual ways of grasping the brushes. Consequently, children develop confidence in using the tools and materials provided to create their artistic ideas. This actively helps children in developing their physical control and enjoyment in their early writing skills. Children become totally engaged in this activity. They mix paints and sort through the different sized shapes, letters and feathers with great interest. This effectively encourages children's awareness of changes in colours and textures. The childminder extends children's learning effectively as she asks them what

the feathers feel like and which colours they like. They say the feathers feel 'soft and feathery' and they laugh as they tickle each other with them. The childminder talks to children about the letter shapes they use and asks them to think of words that begin with each letter. As a result, children begin to start linking sounds with letters, which effectively promotes their early literacy skills. Children stay engrossed in this activity for a long period. They show they are proud of their final creations as the childminder enthusiastically praises their efforts. As a result, children's development is very well supported as the childminder clearly understands and encourages their next steps of learning.

Children enjoy listening to a favourite story about animals. They talk about the noises the animals make and children respond enthusiastically by making 'Moo' noises for the cow. The childminder encourages children to finish a sentence as she says 'my house is a squash and a ....?' and children eagerly say 'a squeeze'. This promotes children's early reading skills very well as they develop a clear enjoyment of stories. The childminder encourages children to count the pebbles that they sort into their pots. She sings them number songs and praises them as they recognise a triangle and circle shape in their play. The childminder counts the feathers children collect with them and they eagerly count 'one, two, three, and four'. She skilfully provides further challenges to extend their understanding by showing another feather and saying '...one more makes...' and children say five. As a result, children begin to develop a sound awareness of early mathematical concepts. The childminder gives a very positive approach to encouraging children's learning through their play. This actively helps them gain the necessary interest to develop their future skills.

The childminder forms positive relationships with parents. She talks to them about their child's routines, likes and dislikes as they start, which helps her in settling children in easily. However, there is less information shared on children's developmental starting points on entry. This has some impact on the effectiveness of the initial planned activities for children. The childminder has developed suitable systems of completing the progress check for two-year-old children. She regularly reviews children's development and uses this information to summarise their progress and identify any gaps in their learning. This information is shared with parents and effectively helps in monitoring children's development from an early age.

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

Children are happy and settled with the experienced childminder and they respond positively to her friendly, welcoming approach. She understands their individual characters and routines very well. For example, she recognises when children become tired and need to snuggle down for a sleep with their favourite toys. As a consequence, children feel safe in the childminder's care knowing she will meet their needs. The childminder encourages children to learn about safety through daily routines and planned activities. For instance, she plans activities for children to find out about people who help us and takes them to meet the local lollipop lady. They walk to a nearby pedestrian crossing and they look at the colours of the traffic lights. They learn to recognise that red means 'stop' and green

means 'go' and know to look and listen for cars on the road. The childminder talks to children about using tools and observes when they do so safely. For instance, she knows when children are responsible enough to use the bigger scissors. She asks them to be careful with the plastic knives they use to chop up their strawberries, banana or grapes for their snack. This effectively encourages children's understanding of how to keep themselves safe. In addition, children develop their independence as they choose the fruits they wish to eat and become absorbed in helping to prepare their snacks. The childminder gives each child a picture card of a fruit or vegetable to take on a shopping trip. She then supports children in finding the foods such as, peppers, carrots, onions, potatoes or parsnips in the shop. She involves children in making their meal on their return and they help to chop up the vegetables. This actively supports children's interest in foods that are good for them. The childminder recognises children's particular likes in foods and blends more vegetables into these meals. This actively encourages children in eating nutritious foods that will support their good health.

Children generally follow suitable hygiene routines and know they need to wash their hands before eating their lunch. They use paper towels to dry their hands. This effectively helps to prevent cross contamination and encourage children's independence skills. In addition, the childminder regularly hovers her home, which helps to keep play areas clean. However, children do not remove their shoes on arrival or after playing outside in the garden. They then walk across the carpet where they sometimes sit to have their snacks or stretch out to play their games. This does not encourage them well in developing a further awareness of positive health and hygiene routines. Children behave very well. They play happily together and naturally look after each other. For example, when children see their friends are sad because their tower of bricks has fallen down they help them to rebuild it. This shows children are developing their early relationships very well and they learn to play cooperatively together. The childminder effectively uses positive reinforcement to manage children's behaviour. For instance, she often praises them for sitting nicely and thanks them for helping a younger friend in a painting activity. This actively boosts children's self-esteem and they gain confidence in developing their skills and abilities. This effectively prepares children well for their next stages of learning at pre-school or school.

Children are cared for in a comfortable home where they can move freely between rooms according to their choices in play. For example, they sit on child sized chairs at a low table for a painting activity or spread their cars and garage out on the living room floor. The childminder organises toys and resources effectively so that children are well supported in making their own choices of play. She provides children with colourful plates, cups and cutlery that they can easily handle. This encourages their independence skills well. Children like to visit a local adventure park where the childminder supports their developing physical skills effectively as they walk across a rope type bridge. They stretch their arms and legs as they climb up the steps to the Wendy house in the garden and then smile as they slide down again. They have great fun making mud pies in the garden. As a result, children benefit from regularly being out in the fresh air and enjoy exercising through their play.

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

The childminder has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She is qualified and experienced in childcare and continues to complete relevant training. For example, she has recently updated her safeguarding training and completed a course on supporting positive behaviour. This effectively supports her in developing positive strategies of care and learning for children. The childminder organises her practice effectively to support children's development. For instance, she keeps clear records to help her track children's progress across the seven areas of learning. Consequently, she monitors children's progress carefully and identifies where she might need to provide additional support.

This inspection was brought forward following a notification from the childminder relating to safeguarding issues. Ofsted visited and found no breaches of requirements. The childminder has attended safeguarding training and shows a clear understanding of her responsibilities in protecting children's safety. She shares her procedures with parents to keep them well-informed of how she prioritises their child's welfare. The childminder has reviewed her related policies and put in place clear procedures for managing any visitor's to her home. This includes how she will ensure that children are not left unsupervised with adults that are not suitably vetted. This helps to effectively protect children's welfare. Risk assessments are completed and suitable safety equipment is in place. For example, visitor's attendance is recorded and stair gates are used to prevent children's unsupervised access upstairs or to the oven. This actively helps to minimise risks to children and keep them safe. The childminder keeps parents well informed of her practice through regular liaison and sharing of required records. In addition, she provides further information through a dedicated website, where parents can learn more about the activities provided to support children's learning. Written information from parents' note they feel their children have come on in 'leaps and bounds' since going to the childminder. They note that their children are very happy and look forward to their days with the childminder.

Recommendations made at the last inspection have been appropriately addressed. The childminder is committed to continually developing her practice and has been working through an established quality assurance programme. As a result, she is able to effectively evaluate her practice by identifying her strengths and areas she wants to develop. For instance, since the last inspection she has developed ways of sharing information on children's developmental achievements with other settings they attend. This actively promotes children's progress through a consistent approach to their care and learning needs.

### **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>	EY436751
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	923897
<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>	5
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16/03/2012
<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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