

Inspection date

Previous inspection date

13/08/2013

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 has developed very positive relationships with parents and they are constantly involved in their children's care, learning and development.
- The childminder has good knowledge of the children in her care; consequently, they thrive in a supportive learning environment.
- The childminder provides children with a stimulating range of planned activities and experiences, carefully based on their interests and next steps in learning.
- The childminder has a positive attitude to self-evaluation and has successfully identified actions to drive improvement.

It is not yet outstanding because

- The childminder does not use every opportunity to support children to become aware of number names or to count during activities.

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 made observations of the childminder's interactions and children at play, both inside and outdoors.
- The inspector talked with the childminder and children at convenient times during the inspection.
- The inspector viewed a sample of documents including children's assessment records, views of parents and the self-evaluation form.

Inspector

Rachael Williams

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband and three school-aged children in Horfield, Bristol. Childminding takes place predominantly on the ground floor, with children's sleep accommodated in the bedrooms on the first floor. Children have access to an enclosed garden for outdoor play. The family has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At present, the childminder cares for three children in the early years age range. The childminder is experienced in childcare and holds a level 4 early years qualification.

What the setting needs to do to improve further

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

- provide further opportunities for children to become aware of number names and to count during activities.

Inspection judgements

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

Children have many opportunities to be active outside. They happily explore the garden, which provides them with a range of worthwhile experiences. For example, children thoroughly enjoy pushing, pulling and carrying the ride-on ladybug. The childminder has very good knowledge of children's current interests and provides them with challenging experiences. For example, children currently enjoy tactile experiences, which support their sensory development well. Children enjoy using scoops and spoons to fill containers with the rice. However, although the childminder provides an ongoing commentary of what children are doing, she does not use the opportunity to introduce children to number names and counting in context, such as counting how many spoonfuls it takes to fill the containers.

Children listen carefully to the sounds they hear. For example, they look to the sky when they hear an aeroplane flying past. The childminder supports younger children well to develop their communication skills, taking every opportunity to build their vocabulary through constant discussion. The childminder works in partnership with parents very well so that she is aware of new signs that children use to communicate.

Children thoroughly enjoy exploring the treasure baskets, especially the different egg-

shaped objects, and initiating games with the childminder. They carefully select one object for each hand and tap them together gently. The childminder copies their movements, following their lead and adding words to their actions. Children laugh contentedly at the childminder's interactions.

The childminder has good knowledge of the children in her care and monitors their progress well. She uses detailed observations to identify children's next steps in learning. The childminder makes good use of thorough planning to carefully consider children's interests and learning priorities; consequently, children make good progress from their starting points. She makes effective use of her half-termly summaries of children's progress and tracking documents to identify any gaps in their learning. Parents are fully involved in children's learning from the beginning. The childminder has established highly effective systems to share children's achievements from home and to involve parents throughout.

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

Children happily enter the homely environment, feeling safe in a supportive relationship. The childminder has carefully organised the learning environment so that children can freely access things that interest them. The environment is rich in high quality toys and resources, which are stored in low-level units. Children confidently make decisions for themselves as the photographs help them see what is inside the baskets. The childminder is currently developing a book with photographs, to aid children's independence and choice of resources. The childminder has good knowledge of children's interests, ensuring that suitable toys are readily available so that they can settle quickly when parents depart. For example, children are thrilled to have favourite books available. They carefully turn the pages and lift the flaps independently before sharing them with the childminder.

The childminder focuses on providing a hygienic and safe learning environment for children to explore independently. There are hygienic nappy changing and hand washing arrangements to promote children's good health. The childminder engages children well when changing nappies, making them feel comfortable as she sings a familiar song to help them understand the process. Children become aware of potential dangers. For example, when young children wish to explore the rice tray with their feet, they reach out to the childminder to use her hand as a balance. The childminder gently reminds children of possible dangers. For example, she helps children understand the dangers in the kitchen and uses the role-play kitchen to redirect children's play effectively.

There are good opportunities for children to learn about healthy eating as they grow their own fruit and vegetables, such as beans, tomatoes and strawberries. Children know where to find their beakers of water and access them independently when they are thirsty. Children thoroughly enjoy home-cooked meals, such as chilli and rice, which meet their special dietary requirements. The childminder supports children's independence well, offering them a spoon to help feed themselves as they sit together to eat.

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

The childminder has good knowledge of the safeguarding and welfare requirements, to ensure children's welfare. She has thoroughly risk assessed all areas used by the children and has made sensible adjustments according to the age and stage of development of the children who attend. For example, the childminder has placed a safety gate in the hall to prevent children accessing the front door or the stairs, therefore ensuring their safety. Rigorous systems are in place to record accidents and any administered medication. The childminder has good knowledge of the correct procedures to follow in the event of a concern about the welfare of a child. She has developed strong links with key agencies to protect children further.

Partnerships with parents are excellent. Parents receive a very good range of information to keep them well informed about the service provided and their children's achievements. Parents willingly contribute their knowledge of their children through the 'getting to know you' form and daily contributions to the 'home-from-home care and learning journal'. This enables very good continuity in care, learning and development. Parents make positive comments; they appreciate the 'detailed feedback' each day and how the learning provision is 'well planned, varied and thorough'.

The childminder has good knowledge of the Early Years Foundation Stage and effectively implements it. Consequently, observation, planning and assessment arrangements are thorough and enable children to make good progress in their learning. The childminder has high regard for her professional development, in order to improve the service she provides further. She accesses relevant training, such as developing her knowledge of the characteristics of effective learning and the use of Forest Schools to develop children's physical skills.

The childminder has effective systems in place to evaluate the quality of her provision and has a positive attitude towards making improvements to her practice. She has good understanding of the strengths and weaknesses of the provision. In addition, she has established action plans for key areas for improvement, for example to develop further the outside area to encourage children's physical skills and understanding of dangers, following her Forest School training. Parents' views are routinely included in her drive for continuous improvement.

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

Unique reference number	EY455395
Local authority	Bristol City
Inspection number	903645
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	3
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

