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| Inspection date | 13/08/2013 |
| Previous inspection date | 14/12/2010 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
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| How well the early years provision meets the needs of the range of children who attend | | 4 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 4 |

The quality and standards of the early years provision

This provision is inadequate

- The childminder is unsure about the learning and development requirements of the Early Years Foundation Stage. As a result, she lacks skills and confidence to help children progress adequately in all areas of learning.
- The childminder does not provide challenge for the children in their play, and activities do not focus around their interests or build on what they already know.
- The childminder is not able to clearly identify children's starting points and plan for their next stages of learning and development successfully, either indoors or outdoors.
- The childminder does not reflect on her practice effectively in order to drive improvement.
- The childminder does not always effectively support children's growing independence skills at snack and mealtimes.

It has the following strengths

- The children are happy and comfortable in the childminder's company; they have developed suitable attachments with her.
- Children are generally well behaved and interact well together; the older children show care and concern for the younger children.

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 in the childminder's home
- The inspector had discussions with childminder and the children.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, written policies and procedures.

Inspector

Hilary Tierney

Full Report

Information about the setting

The childminder registered in 2004. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and 16-year-old son. The family share a house in the Bedminster area of Bristol. Childminding takes place on the ground floor. Children have access to the lounge, dining room, kitchen and downstairs bathroom. The main bedroom is used for children who require a rest. A fully enclosed rear garden is available for outside play. The home is near local amenities. The family has a cat. The childminder uses her husband as an assistant when numbers of children require. She currently has six children on roll; five are in the early years age range. The childminder works Monday to Thursday during each week.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding of how to meet the learning and development requirements of the Early Years Foundation Stage
- improve the educational programme and ensure activities take into account the individual needs, interests, and stage of development of each child; use this information to plan challenging and enjoyable experiences for each child to build on what they already know and ensure there is a balanced mix of adult-led and child-initiated play.

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

- use the evaluation of practice regularly and more effectively to enable reflection of strengths and weaknesses to help drive improvement and fully enhance outcomes for children
- support children's growing independence further during snack and mealtimes.

Inspection judgements

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

Children are not able to progress well in all areas of learning and development because the childminder is not confident or knowledgeable about how to promote their learning. Observations and assessments are carried out, but these are basic and the childminder is not able to identify children's next steps or interests. As a result, the childminder does not provide challenging and exciting activities for the children based on their interests and progress. For example, older children are not challenged and, at times, the childminder expects them to play with younger children's toys rather than engaging them in more challenging activities.

Children enjoy role play and playing with dolls. They enjoy dressing them and selecting the clothes their doll is going to wear. The childminder helps dress the dolls, when children ask for help. At times, she encourages the children to try and dress the dolls themselves. Children play well together and develop their imagination suitably. For example, they go to a corner of the room and pretend they are going to sleep; they ask the childminder to cover them over with blankets. When the youngest children come over to try to play, the children tell them it is only pretend and not time for their sleep yet.

Children enjoy being able to look at books. They can easily select them from the bookcase and take their choice to the childminder, who reads to them. She explains to them that the book is in two languages and reads both words to them, one in English and one in French. Children then take the books to the settee and look at a range of books alone. The youngest children are included when the childminder reads to the children, but she does not sit the younger children close enough, for example, by placing them on her knee. This means they are not always able to see the pictures so crawl away.

Children are generally well behaved and are learning about sharing and taking turns. The childminder explains to them about how they need to share toys with each other, especially the baby. The childminder shows care and concern for the children in her care. She shares her time with them equally and uses plenty of praise and encouragement to help them achieve and build their confidence. Children are beginning to acquire the skills they need for their next stages of learning.

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

Children are happy, confident and demonstrate they feel safe in the childminder's company. The youngest children have formed a secure attachment to the childminder. All children are offered praise and encouragement as they achieve. The younger children sleep according to their individual needs and rest in a quiet area away from the other

children. The childminder regularly checks on sleeping children to ensure they are safe as they sleep.

The children are beginning to learn about healthy lifestyles. They understand about hand washing after using the toilet and before eating. The childminder wipes children's hands with wet wipes before they eat. However, during snack time the older children are not encouraged to help with the preparation of snacks, which means they are not developing their smaller physical skills. Older children sit on the floor to have snacks, while the younger children sit in highchairs. The older children share a plate of fruit and eat well; they chat with the childminder about the sort of fruit they are eating. However, the older children have drinks out of cups with lids. As a result, they are not able to increase their understanding about how to use appropriate cups as they grow older. During lunchtime, the older children are not always encouraged to use appropriate crockery and cutlery for their age, so they are not challenged to try and eat with knives and forks. For example, all children are provided with bowls and spoons and the food is cut up for them. This means the childminder is not fully supporting children's growing independence, particularly during snack and mealtimes. Children are taken on regular daily outings around the local area, for example, they are taken to local groups and animal parks. They are also take part in regular physical play activities outdoors, such as in the park. This helps them learn about healthy lifestyles.

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

This inspection was brought forward as a result of a concern raised about the general suitability of the childminder. The childminder is aware of the need to inform Ofsted about any changes in her health; she is fit and well at present. However, she is not aware of changes to the national framework, such as the learning and development requirements. As a result of this lack of knowledge, the childminder does not carry out effective observations, assessments and planning of activities. In addition, she is unable to discuss how she plans for their next stages in their learning. This means that children's starting points, interests, needs and next stages of learning are not clearly identified. Consequently, the childminder is not able to provide challenging, exciting and interesting experiences for children, either inside or outside the home. Furthermore, the childminder is not able to demonstrate that she understands how the areas of learning should be covered when providing activities. This means that some children do not progress adequately in their learning in all areas. This demonstrates the childminder is not meeting the learning and development requirements of the Early Years Foundation Stage.

Nonetheless, the childminder has an adequate understanding of safeguarding children and is suitably aware of what to do if she has any concerns about children in her care. This means children's welfare is suitably protected. The childminder has an appropriate behaviour management policy and puts this into practice. As a result, children are generally well behaved and indicate they understand the rules of the house.

There are suitable partnerships with parents and daily diaries are shared with parents. A notice board in the entrance hall of the home, informs parents about food provided during the week, resources children have played with during the day and other relevant information. Parents' comments on letters indicate they are happy with the care provided and that their children are settled with the childminder. The childminder demonstrates a suitable awareness regarding how to link with other settings when the children start attending them.

The childminder has not carried out an evaluation of her practice since her last inspection. This means she is not able to accurately identify areas of strengths and weaknesses. This means that she has failed to identify that she has not met some of the learning and development requirements and does not target areas for development in children's learning. However, the childminder demonstrates a willingness to improve her practice and make improvements.

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

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|------------------------------------|--------------|
| Unique reference number | EY292195 |
| Local authority | Bristol City |
| Inspection number | 923627 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 8 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 14/12/2010 |
| Telephone number | |

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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