

Inspection date	19/07/2013
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	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

- Children are active learners who make good progress in all aspects of their development through stimulating, fun activities and experiences inside and outside.
- The childminder works closely with parents to enhance children's learning and development.
- The childminder is highly motivated and committed to evaluating quality and enhancing outcomes for children.
- Children establish good relationships and strong emotional attachments with the childminder and their friends.

It is not yet outstanding because

- The childminder does not always encourage children to follow all routines to support their good health, to introduce the best healthy habits from an early age.

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's play inside and outside.
- The inspector had discussions with the children, childminder and parent throughout the visit.
- The inspector sampled a range of documentation and children's records, including learning journals, activity planning, risk assessments, policies and procedures and self-evaluation.

Inspector

Jenny Read

Full Report

Information about the setting

The childminder has been registered since 2001. She is part of the Accredited Childminding Provision and Enhanced Childminding Provision scheme, offering free early education for children aged three and four years, children from workless households and is a specialist childminder working with Social Services. The childminder lives with her husband and five children. The ground floor of the house is available for the childminding. The main areas used include the dedicated playroom, sitting room, hallway, kitchen and downstairs toilet facilities. The enclosed rear garden with patio, grass and bark areas is available for outside play. The family have a pet cat and dog as pets. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She offers full and part-time care, all year round, between 7.30am and 6pm, and before and after school care and holiday care. There are currently six children on roll in the early years age group and four children attending in the later years age group. The childminder walks to the local school to drop off and collect children and attends the local childminder playgroup on a weekly basis. The childminder holds a National Vocational Qualification in Early Years Care and Education at Level 3.

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 children to learn more about healthy lifestyles, for example, by following hygienic routines more consistently.

Inspection judgements

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

Children make good progress in the care of their knowledgeable childminder. She uses a range of effective planning, and teaching methods, to promote children's development in all areas. The childminder plans well according to children's needs and interests. For example, she asks children what she would like to do, and encourages children to make choices and decisions. She has a secure understanding of how to plan effectively and encourages children to add their own ideas and interests. She confidently extends activities to help children to develop new skills while also building on what they already know and can do. Planned activities and resources address all areas of learning, and as a result, children make good progress across all areas of learning.

The childminder finds out useful information about things that children can and cannot do when they first join her. She works closely with parents to plan activities that respond to

children's needs from the outset, and as a result, children make good progress. The childminder uses good methods to promote children's personal, social and emotional development. She encourages less confident children to socialise and join in play with other friends, and uses group play and games to build their confidence.

The childminder is able to identify, and tackle any gaps in children's learning. She then plans successfully to close these gaps. For example, when she recognises that children struggle to recognise some colours, she plays a simple game with them with coloured buttons, saying a colour and the children choose the relevant button. When children are more confident, the childminder swaps the buttons around, so that children learn to identify colours that are close to each other, for example, orange and yellow.

The childminder works effectively with children to develop their communication and language skills. She chats happily with children to develop their speaking and listening skills. The childminder provides a commentary for children's play, which helps them to hear spoken language and link words with their meaning. Also, children respond well to familiar songs and rhymes, joining in with the actions and learning the pattern and rhythm of sung and spoken words. As a result, they are confident communicators, and are developing useful skills for their future learning, for example, in preparation for school.

Children are making good progress in the physical development as the childminder provides lots of opportunities for children to develop their large and small muscles. Children hold and spin hoops, have plenty of outdoor play to run and jump and younger children copy older children as they practise their new skills. The childminder helps children to learn to scoop sand on to small spades and put it into a bucket, supporting them as they develop their coordination. The childminder encourages children to do more of this themselves, and they fill and empty different containers with the water with increasing control and coordination as they do so. The childminder supports children well to hold pens and pencils efficiently, so that they can draw shapes and begin to make recognisable letter shapes.

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

Children have good levels of self-esteem and are confident in the childminder's care because she supports them well and praises them often. This helps the children to keep trying and develop their skills and learning further. The childminder talks to children about the rules and boundaries for acceptable behaviour and is very consistent in her management of children's behaviour. Children respond well because the childminder is calm and explains clearly to them what she expects of them. The childminder uses group times to share children's news, to discuss feelings and to take turns, by holding a teddy when it is their turn to speak. Children listen really closely to the childminder's instructions and follow the rules and routines very well. They enjoy looking at books that address several areas of children's emotional wellbeing, to support them to feel safe in her home. Children's good self-confidence supports them as they move on in their learning, for example, to school.

Children have made good relationships with their friends and the childminder. They seek their friends out and join in each other's play, and invite other children to join in with what they are doing. Children play happily alongside each other, completing jigsaws and are relaxed and confident in the setting.

Overall, the childminder takes good steps to encourage children to be aware of their own health and hygiene. They have plenty of time to play outside and be physically active. The childminder encourages them to make some healthy choices about food that they eat. However, the childminder does not always consistently remind children to follow hygienic routines, to fully support their growing awareness of the best possible ways to manage their own health independently.

Children benefit from a stimulating playroom and they enjoy looking at lots of photos of themselves and each other. This helps children to feel special and develop a strong sense of belonging in the childminder's home. All resources are well maintained and presented very well to promote children's independent play and learning. Children can access resources easily as they are all at child height and labelled with large pictures and their name. Children have access to a very good range of toys, games and resources that nurture and challenge their interests and development. The childminder encourages children to learn how to manage their own safety. For example, when children were not using some equipment correctly, she made sure that children only use this under close supervision, so that they understand how to use it safely.

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

The childminder has a thorough understanding of the Statutory Framework for the Early Years Foundation Stage, and her responsibilities to meet the requirements. She is confident about safeguarding matters and is able to follow her comprehensive policies and procedures to protect children in her care. The childminder is knowledgeable of actions she would take if an allegation was made against her or a member of her household. She also checks her home regularly for any areas of risk and takes good steps to protect children on outings. As a result, the childminder is well placed to promote children's safety.

The childminder has a strong understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. She delivers a wide range of activities to support children's individual progress, which represent all areas of learning. As a result, children make good progress in her care. The childminder monitors activities effectively and has reflected accurately on her progress as a childminder. She has a strong commitment to improving her practice and works closely with outside support agencies to keep up to date with any changes to requirements. As a result, she is able to make effective changes that support children's ongoing development, both educationally and in their welfare. For example, the childminder has addressed all recommendations made at her last inspection. She has also made great improvements to her garden area, to better promote outdoor learning opportunities for all children. The

childminder uses clear observations, and children's next steps for learning to plan activities that are suited well to individual children's needs. This supports their ongoing good progress.

The childminder works closely with parents to meet children's individual needs to a high standard. For example, she gathers much information from parents when children join, and works closely with them on an ongoing basis, so that she can make sure that she adapts her practice to their needs whenever necessary. Parents' speak highly of her care, they describe her as 'exceptionally flexible reliable, confident, very helpful, part of our families lives.' The childminder also communicates with parents in different ways, so that each family receives information in the way that is best suited to them. This demonstrates the childminder's flexible nature and commitment to strong partnership working. The childminder is very responsible in her approach to partnership working with other professionals and any outside agencies involved in children's care. She provides all relevant professionals with regular feedback about the children she cares for. This good partnership working enhances children's health, safety and education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY244554
Local authority	Bristol City
Inspection number	923980
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	11
Name of provider	
Date of previous inspection	29/04/2009
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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