

Inspection date

Previous inspection date

14/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

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 does not ensure that the property that she childminds from is secure. This compromises the welfare of the children being cared for and is a breach of legal requirements.
- The childminder does not appropriately engage with parents, her co-minder and other providers to share observations, assessment and planning for each child's learning. Therefore, adults do not have an agreed view of how to consistently meet children's learning needs.
- The childminder does not reflect sufficiently on the different ways children learn. As a result, children are not encouraged to think critically and enabled to make choices in their play.
- The childminder does not reflect on all the characteristics of effective learning in her practice. This results in children not being supported to think critically, develop their own ideas or make choices in their play.

It has the following strengths

- The childminder is caring and kind in her manner with the children, who have developed strong attachments to her.

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 majority of inspection time was spent with the childminder and her co-minder observing her practice with the minded children.
- The inspector looked at children's information and development records.
- The inspector engaged in ongoing discussion with the childminder and samples of policies and other records, were checked.
- The inspector discussed the process of self-evaluation and how the childminder obtains the views of all the users.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2013. She childminds part time from her co-minders property in the Knowle area of Bristol. The whole of the downstairs area of the property is used for childminding and there is an enclosed garden for outside play. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary part of the Childcare Register. There are currently five children in the early years age range on roll. There are two cats on the childminding premises.

What the setting needs to do to improve further

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

- ensure the premises, with particular regard to the security of the front door, garden gate and the way the toys are organised do not pose a risk to children's safety
- ensure there is a regular two-way flow of information with parents and with other providers to support a cohesive approach to promoting children's welfare, learning and development

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

- reflect on the different ways children learn, so that children are supported to think critically and to develop their own ideas and strategies for doing things.

Inspection judgements

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

The childminder has an adequate knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Most aspects of the childminder's practice are sound and children enjoy their time with her. The childminder generally supports children's emerging knowledge and understanding through play and offers good support for some children when she works on a one to one basis with them. For example, when children are taking part in a baking activity she helps them to recognise how much flour they need and she helps them recognise what happens to it when the water is mixed into it. Children explore new language as they think of ways to describe the dough and the childminder suitably

supports them to shape and create bread rolls for lunch. However, because she did not plan effectively for this activity, she was unable to link it more purposefully with the child's specific steps in their learning in order to build on what they already know.

In group activities younger children listen intently to what is being said and are supported appropriately by the childminder to develop their vocabulary by her constant talk and running commentary on what they are doing. All children demonstrate a clear understanding for basic instructions given by the childminder. For example, they enjoy completing simple tasks, such as pouring their own drinks at snack time and are careful not to overfill their cups by following the childminders suggestions to only fill the cup half way full. However, on occasions the childminder takes the lead in the activity, which does not fully allow children time to think critically or try it in their own way. This sometimes limits their creativity.

Children show an interest in the learning environment that is provided by the childminder and her co-minder as they access toys and resources. She has a suitable awareness of what children like to do and what their favourite toys are, and she knows that they have made some progress since starting at the setting. For example, she knows that children's speech is generally developing well and that for those children who are new to the group ; they are beginning to settle well. The childminder has carried out some general observations on children but these are very much as an addition to the ones that have been drafted by the co-minder she works with. This is because she does not take responsibility for number of key children due to the part-time nature of her role. Planning mostly covers all areas of learning on the days she works with the children, but is yet not specific enough to target children's next steps ensure all children make the best progress towards all the early learning goals. Therefore, she does not consistently support children's progress to a good level to ensure that they are reaching expected levels of development. This means that children are only developing adequately in their learning in readiness for nursery or school.

The childminder has friendly relationships with parents and passes on information daily when she is working with her co-minder. She talks with them about what their children do and where they have been, but this is less focussed on the progress they are making in their learning.

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

Children's well-being is not sufficiently promoted. Their safety cannot be assured because the home is not kept secure. the toys and resources are put out daily by adults for children. However, there is limited space to play actively due to the cluttered environment. This prevents children from having easy access to resources to lead their own play and make choices in their learning.

The childminder has a suitable regard to helping children settle and supporting their individual needs. They are offered flexible settling-in periods, and the childminder finds out all she can from parents about the children before they start. She is a warm, caring

childminder, and therefore children have formed suitable relationships with her. Children's behaviour is appropriate to their age and the childminder gives them lots of attention and positive praise. This raises their positive self-esteem so that they are self-assured in her care.

Children are learning to adopt appropriate health and hygiene routines. They are provided with healthy options at snacktime, such as a banana and nectarine and pour themselves a drink when needed. The childminder's passion for cooking means that children are provided with a healthy range of home cooked meals such as carrot soup and freshly baked bread for lunch. This helps children learn about healthy food options. All children enjoy play times in the garden, which enables them to benefit from fresh air and exercise. They play happily with appropriate equipment in the garden, such as balls, which keep them engaged and occupied. In the home, children negotiate space successfully when playing with the dolls pushchairs in the hallway or when pushing cars along the floor. While children are developing awareness of keeping themselves safe when outside the home, for example, when discussing road safety, the fact that the premises are not kept secure and are cluttered do not teach children how to keep themselves safe within the home.

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

The childminder does not fulfil her responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage at all times. Although she demonstrates a satisfactory knowledge and understanding of child protection issues and the action to take if concerned a child's welfare, she has not risk assessed the current working arrangements to ensure that children are safe in her care. As a result, children are in danger of leaving the property without adult supervision because the main front door is not kept locked and the garden gate is not securely fastened. This does not ensure their safety and is a breach in legal requirements of both the Early Years Register and the Childcare Register.

The childminder has an adequate knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The childminder has not monitored and evaluated her practice adequately enough to make a big enough difference to children's learning. Although the childminder is beginning to make some observations made of children at play, she is not making links to the areas of learning to adequately identify children's next steps and to inform her planning. This results in children not making as much progress in all areas of their learning as they can. The childminder demonstrates a satisfactory knowledge and understanding of how children learn but children are not being sufficiently challenged and not always being supported to extend their skills and capabilities. In addition, the childminder does not enable an effective two-way flow of information about children's learning between herself and her co-minder, parents and other providers, such as nursery school teachers, when children attend more than one setting. Consequently, she does not ensure continuity in

their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure that a child is unable to leave the premises unsupervised (voluntary part of the Childcare Register)

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	EY455441
Local authority	Bristol City
Inspection number	908461
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	not applicable
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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