

Inspection date

Previous inspection date

12/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- The childminder is gentle and kind with the children, which helps them to form a strong bond with her and feel secure.
- The childminder places a strong emphasis on keeping children safe.
- The childminder provides a suitable range of activities and experiences, which help children to make sound progress in all areas of learning.

It is not yet good because

- Children do not have many opportunities to practice their early writing skills and due to their poor presentation, children do not regularly access books and stories.
- The childminder does not always share information with other early years settings that all children attend to ensure consistency in care and learning.
- Systems are not fully developed to encourage all parents to share children's starting points or how children are achieving at home.

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 interactions and activities between the childminder and children.
- The inspector sampled children's records and documentation.
- The inspector took account of parents' views through written comments.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school-aged children in the Stockwood area of Bristol. The whole of the property is used for childminding and there is a garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children on roll, of which five are in the early years age range.

What the setting needs to do to improve further

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

- improve the delivery of the educational programme in literacy by providing children with mark making materials and presenting books and reading materials in a way that will ignite their interest
- implement systems to ensure a two-way flow of information with all other providers when children's care and learning is shared.
- Implement effective systems to actively involve all parents in sharing children's starting points, progress and achievement to promote shared home learning

Inspection judgements

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

The childminder has a sound understanding of how children learn and develop. She provides a suitable range of experiences and activities both inside and outdoors, which support children to make steady progress. The childminder provides opportunities for the children to take part in Forest School activities, where they use their senses to explore and investigate their environment. In the garden, the childminder supports children, to drop large pebbles into water repeatedly. They watch with interest as the water splashes up and move their hands in the water to make patterns. This supports children to be active learners and develops their understanding of the world. The childminder interacts warmly with the children. She talks to them as she carries out tasks such as getting ready for outside play or making snack. This supports children's communication and language as they begin to put meaning to actions. The childminder provides opportunities for children to have social experiences through attendance at different groups. Consequently, children learn how to share, take turns and communicate effectively with others. This suitably

prepares them for their next steps in their development and eventually their move onto school.

The childminder knows the children well and describes how she supports children to make progress in their learning. However, although parents provide information about their child's interests and routines so that the childminder can meet their care needs effectively, less information is shared about children's starting points in their learning. Therefore, planning for children's individual learning needs is not effective from the start and opportunities to celebrate children's achievements and support learning at home are sometimes missed.

Children enjoy using their imagination as they manipulate the play dough, to make different shapes and items. The childminder gives the children choices in their play, they choose which colour play dough they use and she introduces simple counting activities as they roll and use the tools to cut the play dough into shapes. This helps support children's developing mathematical skills. Generally, the children enjoy their time with the childminder and the activities that she offers. However, children have fewer opportunities to mark make and practise their early writing skills. Although the books at the childminder's home are easy to access by the children, their presentation makes it difficult for the children to see what is on offer. Therefore, children do not readily access books and stories and begin to learn that print carries meaning.

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

The childminder and the children share warm and trusting relationships. Children are confident, happy and settled in the childminder's care, which effectively supports their emotional and physical well-being. The childminder acts as a good role model for the children, she is kind and gentle in her approach and speaks quietly and calmly in her interactions. Consequently, children learn to respect one another and their behaviour is very good.

The childminder teaches the children how to keep themselves safe. For example, as they get ready to walk to pre-school they know they must wait in the hallway for instructions from the childminder before they step outside. The childminder talks to the children about crossing the road safely which further supports their learning about keeping safe and this helps them to feel secure.

The childminder is attentive to meeting children's individual care needs and supports them well in managing their own personal care needs. For example, children are supported to use the bathroom independently, they routinely wash their hands before snack time and the childminder follows thorough nappy changing procedures. This helps children to develop their independence in preparation for moving onto their next stage in development and onto school. Children enjoy taking part in outdoor activities, which supports them in developing their physical skills. Children jump on the trampoline, climb the steps, go down the slide and ride on wheeled vehicles around the garden.

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

The childminder has a secure understanding of the learning and development, and safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a sound awareness of child protection issues and she is able to describe the signs and symptoms that would cause her concern about a child. The childminder has a written safeguarding procedure in place and she is aware of the correct reporting procedures if she should have a concern about a child in her care. The childminder ensures that the premises are safe and suitable before the children arrive; she carries out daily checks and has a suitable risk assessment in place. These procedures all help to ensure that the children remain safe.

The childminder has a sound understanding of how children learn and plans suitable activities, which keep children interested and support their development appropriately in most areas.

The childminder has built positive partnerships with parents. The childminder shares children's progress records, including the two-year-old check and parents comment positively about the progress their children have made since they have been in the childminder's care. However, the childminder does not always share information with other early years providers when children's care and learning is shared. This reduces continuity in children's learning and development. The childminder has made a positive start to childminding. She has begun to reflect on her practice and identify areas for future development. This includes strengthening partnership with parents, through improving communication and sharing of information.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY458841
Local authority	Bristol City
Inspection number	911265
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
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

