

Inspection date

Previous inspection date

13/11/2013

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 supports children well in leading their play and exploration. As a result, children are interested and maintain attention well.
- Children behave well, show good manners and are developing positive attitudes towards others. This is because of the childminder's consistent messages and positive interaction.
- The childminder works closely with parents to settle children in and provides children with comfort and reassurance. Consequently, children form warm and secure attachments with the childminder and friendships with one another.
- The childminder provides a good range of different media and materials for children to explore with their senses and to create with, promoting their creative skills well.

It is not yet outstanding because

- The childminder does not consistently promote children's enjoyment and involvement in stories, which means that, at times, she does not fully promote their early reading skills.
- The childminder does not regularly talk about or name shapes with children in their play to help them develop a better interest and understanding of shape.

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 and the quality of the childminder's interaction with the children.
 - The inspector observed the management of children's care routines.
 - The inspector looked at children's assessment records.
- The inspector sampled the childminder's documentation and discussed her
- knowledge of the requirements of the Statutory Framework for the Early Years Foundation Stage.

Inspector

Bridget Copson

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and young child in Bristol. Children have use of a living room, kitchen/diner and toilet facilities downstairs and two bedrooms and a bathroom upstairs. There is an enclosed garden available for outdoor play activities. The family has a pet Rhodesian Ridgeback dog, a tank of fish and two budgerigars.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder has five children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop children's enjoyment and involvement in stories further through developing the use of toys, or real objects as props
- develop children's interest and understanding of shape further by providing more opportunities to talk about and name shapes around them.

Inspection judgements

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

Children are making good progress in their learning in relation to their starting points. This is because the childminder plans and assesses children's learning accurately according to their individual needs. The childminder prioritises children's next steps of learning, which she helps them achieve successfully in activities which stem from their interests. As a result, children are interested and maintain attention well in their play. Parents actively contribute information about their child's progress and learning at home. The childminder provides parents with a summary of their child's progress regularly and the required progress check for two-year-olds. This successfully keeps parents informed and involved to further promote their child's development.

The childminder responds flexibly to children's interests and ideas, encouraging them to lead their play. For example, children fill and empty pots, bottles and containers with dried pasta. They notice the sounds made when they put pasta in the bottles and shake them, smiling and repeating this action. Children then persevere to attach the lid, and with the childminder's encouragement they finally succeed and tell her 'I did it, I did it'. This demonstrates children's determination and the pride children have in their

achievements. The childminder supports children well in developing good communication and language skills. She asks children lots of questions to challenge their understanding and knowledge. For example, younger children hold up objects relating to what the childminder is talking to them about and more vocal children recall past events and tell others what they are doing in play. Children speak clearly to express themselves and answer questions with enthusiasm. For example, children tell the childminder the lunch is 'delicious' and tell her 'I like this'. These skills help to promote children's future learning skills and school readiness.

The childminder helps children to develop good early reading skills well overall. She provides a good range of picture and story books on low shelves. Children choose freely to read by themselves and cuddle up with the childminder to read together. Children show a great enjoyment of singing. They sing spontaneously and remember most of the words to favourite songs. The childminder encourages their singing further by using songs bags from which children choose props linked to songs, such as a silver star to sing 'twinkle, twinkle, little star'. However, the childminder does not provide many props for younger children to use with books. This slightly reduces opportunities to further promote their enjoyment and involvement in stories.

The childminder helps children to use their senses well in exploring different textures, media and materials. She organises sensory and creative activities for children to explore with their hands and tools. For example, children get very involved modelling dough. They squeeze the dough out of pots, use spoons, cutters and scissors to cut off shapes and a roller to flatten the dough. This also helps to promote children physical skills. The childminder interacts with meaning to provide children with challenge and asks lots of questions to promote other aspects of learning. For example, children count the pots and models with her, tell her which is bigger or smaller and name the dough colours. This helps children to develop a good understanding of numbers. However, the childminder does not talk about or name shapes regularly in their play. This means she does not consistently help children develop a better interest and understanding of shape.

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

The childminder works successfully with parents to help children settle in over a period of time and to become familiar with their needs. As a result, children develop warm and trusting relationships with the childminder. The childminder ensures younger children have their comforters with them and meets their care routines consistently. This helps children feel secure in the move between their home and the childminder's care.

The childminder provides children with a good range of toys and interesting activities. These are stored to enable children to choose for themselves and lead their own play. As a result, children spontaneously choose books to read themselves and put on music when they wish. This helps to promote children's independence and choices. The childminder provides younger children with cuddles and close comfort when they wake, until they are ready to join other children and play supported by her close reassurance. The childminder promotes children's behaviour well through a few clear and simple expectations. She is a

calm and patient role model, providing consistent messages which help children learn to share, take turns and play kindly together. As a result, children behave well, help when asked and say 'yes please', 'no thank you' and 'sorry' without prompting. This all helps to promote children's personal, social and emotional development successfully and prepares them well for future learning.

Children are developing healthy lifestyles. The childminder maintains a safe and secure home in which she supervises them closely. Children learn about keeping themselves safe through managing steps, learning safe play house rules and learning how to stay safe when on outings. The childminder provides younger children with space to move around and use their developing mobility safely. Children benefit from lots of outdoor play. For example, they bounce on the trampoline, climb, swing and use wheeled toys in the garden. The childminder instigates throwing and catching games to further promote children's physical skills. Children also join in music and dancing activities indoors with great enthusiasm. They jump, wiggle, wave and flap their arms around and laugh as they move energetically to music. This helps to promote their physical development and fitness very well. The childminder provides children with healthy meals which she cooks freshly herself and includes lots of fresh fruit and vegetables. She promotes children interest in food by discussing the healthy things they eat at meal times and organising cookery activities to handle food. Consequently, children eat well together to ensure they are nourished throughout the day.

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

The childminder has a secure knowledge and understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and the correct procedures to follow in the event of any concerns. The childminder completes daily checks of her home, written risk assessments of her provision and carries out emergency evacuation procedures. This further helps to keep children safe and secure.

The childminder demonstrates a good commitment to further improve the quality of children's care and learning. She evaluates her provision and identifies areas for improvement on her self-evaluation form. For example, she plans to provide more outings for children to explore the natural environment and promote their understanding of the world. She has also requested parents provide photographs from home to help younger children learn about their families. The childminder links with the local authority to develop her knowledge and skills. As a result, she has made several improvements from which children have directly benefitted. For example, she successfully implements effective planning and assessment systems to promote children's development effectively.

The childminder establishes successful partnerships with parents. She provides parents with clear information about her provision. This includes her policies and procedures, and details of the Statutory Framework for the Early Years Foundation Stage. The childminder

keeps parents informed closely with face-to-face communication, children's home diaries and displays of the activities children have taken part in and meals they have eaten each day. The childminder values parents' views which she successfully obtains for all parents. They state their children get 'really excited about going' to the childminder's and 'have learnt so many things'. The childminder works successfully with the other early years settings children also attend to help ensure continuity of their care 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	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	EY460229
Local authority	Bristol City
Inspection number	916373
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	5
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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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