

Inspection date

Previous inspection date

18/12/2013

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 children have settled quickly and are comfortable in the childminder's company.
- The children are progressing well in all areas of learning and development, because of detailed observations and clear next steps.
- Safeguarding requirements are met effectively; as a result, children's well-being is promoted well.
- There are good partnerships with parents developing and detailed information is regularly shared with them.
- The childminder has completed a detailed self-evaluation of her practice and has clearly identified areas to improve.

It is not yet outstanding because

- At times, the childminder does not allow the children to develop their interests through spontaneous play as some resources are not easily accessible and activities tend to be planned and adult-led.

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 lounge and garden.
- The inspector had discussions with childminder and the children.
- The inspector took into account the views of parents from information gathered by the childminder.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, the childminder's written policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 2013 and is on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. She lives in a three-bedroom terraced house in Bristol. The childminder shares her home with her husband and two children aged two years and 17 months old. Local amenities nearby include shops and a library. The children have access to a lounge, kitchen and dining room. There is a ground floor bathroom and a fully enclosed rear garden for outside play. The childminder currently has two children on roll, who are in the early years age range.

What the setting needs to do to improve further

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

- consider ways to enable children to follow their interests by giving them free choice of resources.

Inspection judgements

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

Children are progressing well in all areas of learning and development because of detailed observations and assessments carried out by the childminder. She is aware of children's individual needs and meets them well. However at times, the childminder tends to direct the children to an activity that she would like them to do, or to the resources she thinks they would like to play with, rather than allowing them to choose for themselves. This means that the younger children are not always able to easily select activities they are interested in, as most activities tend to be adult-led. The childminder talks to children constantly, which helps develop their early language skills. Children enjoy looking at books, both alone and together which helps to develop their understanding that words have meaning. Children enjoy being able to draw and create their own pictures. They proudly show off what they have created when they finish drawing.

Children are progressing well in their personal, social and emotional development. The childminder uses gentle reminders to the youngest children about sharing and taking turns and being kind to each other. Children enjoy role-play and are able to develop their imagination well. The childminder provides resources such as dried pasta, lentils and oats in a large tray with wooden spoons and metal spoons, cups and containers. The childminder helps children with ideas; she picks up the items and lets them fall from her fingers, telling the children to listen to the sounds. Children really enjoy trying to copy the childminder by feeling the different textures and exploring the sounds as the pasta and lentils are dropped onto the tins.

Children enjoy developing their physical skills. They enjoy garden play as they explore the sand and what happens when they add water to it. They enjoy looking for snails, and talking with the childminder about where they think the snails will be hiding and how many they will find. Children enjoy collecting treasure in their buckets. They count the 'treasure' as they put stones in their buckets. The childminder asks open questions to help the children think and problem solve. As a result of the childminder's guidance and support, the children are acquiring the skills, attitudes and dispositions they require to prepare them for their next stages in their learning such as school.

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

The childminder has a calm, caring approach towards the children in her care. She offers the youngest children lots of reassurance and comfort when they require. For example, she recognises that a child may simply need to sit on her knees to feel reassured. The childminder is fully inclusive and is sensitive to children's individual needs. For example, she has worked hard to ensure that children who have English as a second language are settled and comfortable in her home. Children have formed close attachments with the childminder and obviously enjoy their time at the setting. As a result, children are well behaved, happy, and confident and motivated to learn.

Children learn about healthy lifestyles. The childminder is a good role model and children see her washing her hands before preparing food. Young children are beginning to understand the importance of hand washing before meals and after being outside. They reflect this in their role play. For example, when children pretend to prepare meals for each other and the childminder, they say 'you must wash your hands before you eat'. Children enjoy healthy snacks and meals; they all sit together with the childminder, which helps to promote good table manners. Children enjoy regular access to the outside space. They enjoy getting ready to go outside and the young children are encouraged to find their own coats, hats and wellington boots. When outside, children enjoy exploring the world around them. They use a cardboard tube, which the childminder places on a slope, then the children find balls and cars to roll through the tube. They get excited when the items come out at the other end.

Through clear guidance and direction from the childminder, children are being prepared well for their next stages in their learning, for example, preschool.

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

The childminder has a clear understanding of her responsibilities in meeting the safeguarding and welfare requirements. She carries out detailed written risk assessments on all areas of the setting. The childminder is clear about the procedures to ensure she safeguards children in her care. The childminder also has a good understanding of her responsibilities in meeting the learning and development requirements. She carries out detailed observations and assessments on the children and as a result, she has a good

understanding of their individual needs and progress.

There are good partnerships with parents. They receive detailed information about their child's day with both verbal communication and a written diary of their day. Written policies and procedures are shared with parents when their child starts at the setting. The childminder has requested parents' comments so she is able to review her practice. Parents indicate they are very happy with the care provided and how their children have settled. The childminder does not have any children in her care that attend other early year's settings at present. However, she demonstrates a good understanding of how important it is to link with them when children start attending.

This is the childminder's first inspection since she registered. She has completed a detailed evaluation of her practice, which has included the comments from parents. This demonstrates her drive to improve and take into account parents views. The childminder's evaluation is detailed and clearly identifies her strengths and the areas she would like to improve on in the future.

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	EY460700
Local authority	Bristol City
Inspection number	924541
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
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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