

Inspection date	10/12/2013
Previous inspection date	06/11/2012

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 settle quickly to play enthusiastically with others in a stimulating, well-resourced and welcoming environment.
- Children acquire the skills and capacity to develop and learn effectively and to be ready for the next stages in their learning. Their individual progress is consistently good.
- Partnerships with parents and pre-school groups make a strong contribution to meeting children's needs.
- The committed childminder successfully identifies priorities for improvement and implements these successfully to enhance children's well-being.

It is not yet outstanding because

- The childminder does not make the best use of the garden as an outdoor learning environment for children during the winter months.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the childminder's home and walked with the childminder to the local school.
- The inspector had discussions with the childminder, children and parents and took account of information in parents' questionnaires.
- The inspector sampled a range of documentation, including children's records, planning, safeguarding procedures, policies, self-evaluation form and training records.

Inspector
Angela Cole

Full report

Information about the setting

The childminder registered in 2011. She lives with her husband and two children in the Bedminster Down area of Bristol. The whole of the property is used for childminding, except for an office and integral garage. The house is arranged on different levels. There is an enclosed garden for outside play with decking and all year round 'grass'. The childminder has a dog, three cats and indoor goldfish. The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register. She is currently minding two children in the early years age range. The childminder offers care each weekday between 7.30am and 5.30pm. She takes children to, and collects them from, a local pre-school and school. The childminder is a member of a local childminding network.

What the setting needs to do to improve further

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

- develop a richer and more varied outdoor learning environment throughout the year, for example by having a well-planned area where children can explore.

Inspection judgements

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

The childminder has a positive impact on children's learning and development, so that children make good and sometimes very good progress. The childminder is well aware of children's starting points and capabilities; she takes good account of the length of time children have been with her and how often they attend. She gains much information from their parents and notes their responses as they settle and play. The childminder makes good use of ongoing, detailed observational assessment which she links closely to each area of learning. With their parents, she effectively evaluates children's play so that she bases her teaching on their interests and children work towards what they need to learn next.

The educational programmes for all areas of learning effectively help children securely to reach expected levels of development. Young children achieve good personal, social and emotional development as they establish secure relationships with members of the childminder's family and other childminders' children. The childminder takes them to a pre-school group where they have further opportunities to socialise. Children enjoy the challenges to develop physically and receive plenty of stimulation from the attentive childminder to extend their communication and language skills. The childminder helpfully models words to use to extend phrases into sentences and children enthusiastically tell her about happenings at home, including how they recycle household materials. Young children gain good levels of early literacy as they compare picture cards and become

engrossed in story books about individual letters read by the childminder. They thoroughly enjoy making marks in different media, including using brushes and rolling marbles into paint to make prints. They draw freely and learn about the sounds of letters of their names as the childminder writes these and they learn to copy. They effectively develop in mathematics, for example through sorting and lining up toy vehicles and completing puzzles with different shaped pieces. Children have ample opportunities to gain good understanding of their environment as they explore the neighbourhood. For example, they walk to school each day, visit a local park and shop for ingredients to bake biscuits and homemade pizzas. In the garden, they plant sunflowers and play with sand and water, although these natural materials are not freely available to children all year round. As a result, the childminder does not make the best use of the garden as an outdoor learning environment for children, particularly during the winter months.

Young children receive strong support to develop good attitudes and skills to learn effectively. The childminder offers many comments to help them think. She skilfully gives them space and time to explore what they are interested in so that they concentrate and persevere in their learning. For example, children experiment with a collection of instruments to listen to the different sounds these make. They shake, pluck and bang these and join in the actions of favourite songs and rhymes. The childminder has a good understanding of the importance of encouraging children to become independent. They become well involved in the preparation and clearing away of activities, including choosing resources such as a wooden doll's house and furniture from the playroom and helping to tidy these away. The childminder supports children from a young age so that, when they eventually move on to full-time education, they have good social and learning skills.

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

The childminder sensitively develops strong, positive relationships with children. She fosters a good sense of security and emotional well-being, as she shows deep concern for children's feelings and meets their care needs without delay. She effectively supports children to feel comfortable to share their thoughts and communicate about what they are doing. The childminder is a good role model and enhances children's self-esteem through sincere praise and encouragement. Supportive strategies, according to the age and stage of development, help children understand how to behave. The childminder calmly discusses a situation with children and focuses on the positives. She commends their sharing toys, for example to pack cars into a container, and when they give a toy to calm a younger child.

The childminder is attentive to children so that they effectively learn how to keep themselves and others safe. They learn to negotiate steps around the house safely and recognise how to handle tools with care, such as scissors. Children safely take small risks as they walk across rough ground at farms and collect leaves to stick on their pictures. They frequently practise road safety and fire drills so they know how to respond in an emergency. The childminder uses a good range of resources and planned activities successfully to provide opportunities for children to develop an awareness of the wider world. As a result, children become aware of their own and other cultures through a wide

range of outings. Children celebrate a variety of festivals, including family birthdays. These experiences successfully increase children's understanding of diversity.

Children develop a good understanding of the need for healthy lifestyles. They benefit from a stimulating range of physical activities outdoors. In the garden, they run freely and develop pedalling and ball skills. They enjoy regular walks with the childminder's dog and see a variety of farm animals. Children benefit from the childminder's consistent hygiene procedures and young children willingly respond to keep themselves clean before eating. They say when they are hungry and enjoy choosing from a range of healthy foods. Children talk about the different fruits and vegetables that they like and the childminder introduces different items, including oranges. These activities mean that children learn effectively about a healthy diet.

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

The childminder meets her responsibilities regarding safeguarding and welfare requirements at all times. She implements her detailed safeguarding policy consistently to create an environment that is safe, welcoming and stimulating for children. The childminder has clearly documented procedures and is strongly aware of how to respond if she has a concern about a child. The childminder regularly reviews her written risk assessment of each aspect of the house and garden, including the care and control of pets. She risk assesses every outing to contribute to children's safety and always supervises children well. The childminder carefully and effectively implements her detailed written policies, including her procedures for children's accidents.

The knowledgeable childminder conscientiously carries out her responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. This includes regularly monitoring the educational provision and children's progress so that they continue to achieve well in each area of learning. The childminder is alert to prevent any gaps in learning arising. She successfully personalises her planning and teaching for children so that each child benefits from the good depth and breadth of activities offered. She has a clear knowledge about progress checks for children aged two years old. As a result, young children respond well to challenges that focus in their needs, aptitudes and interests.

The childminder is committed to ongoing professional development. She makes good use of evaluation to set herself priorities and targets for improvement. The childminder values the views of parents, gained in daily conversation and through half-yearly questionnaires. She follows children's preferences particularly closely and consults other childminders for their advice. Overall, the childminder has responded well to implement the recommendations from the previous inspection. Children can now reach and choose resources for early writing and take equipment outdoors. The childminder sets herself high standards so that her practice is consistent. Her development plans include extending her resources to extend children's understanding about equal opportunities and to continue training to enhance support for any child at risk. This demonstrates the childminder's deep

commitment to making ongoing improvements.

Effective partnerships with parents strongly benefit children's settling and progress. Parents receive detailed information from the childminder about the provision for their children's welfare and early education. The childminder and the parents share many aspects about children's achievements in extended conversations and both contribute to recording children's progress in the quality journals. Parents warmly praise the welcoming, friendly childminder, saying that their children are really happy and look forward to coming. Families also find the childminder to be a valuable source of personal support. Parents know their children are safe and thoroughly enjoy their time in the loving, stable and secure environment where children receive individualised encouragement to learn and develop.

The Childcare Register

The requirements for the compulsory 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	EY432546
Local authority	Bristol City
Inspection number	945237
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	06/11/2012
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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