

Inspection date

Previous inspection date

30/05/2014

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's learning well through demonstrating new skills and supporting them in learning through trial and error.
- The childminder keeps good assessments of children's development, which enables her to plan effectively for their next stages of learning in order to reach their full potential.
- Children are happy, confident and secure because the childminder works well with their parents to have a thorough understanding of how to support children's well-being.
- The childminder provides a good role model so that children gain a good awareness of safe and healthy practices.

It is not yet outstanding because

- The childminder has not fully established strong links with other providers the children attend in order to have a highly consistent approach to their learning.
- The childminder does not use all activities to promote children's mathematical development fully.

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 children indoors and outside.
- The inspector checked safeguarding information and the premises.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector took account of the childminder's self-evaluation and parents' survey.
- The inspector sampled documentation including policies and procedures, and children's assessment records.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and their two children, of whom, one is in the early years. They live in Pill, Bristol, close to shops, parks, schools and transport links. Children have use of the open plan kitchen/dining room/living room, the hallway and lounge. There are toilet and sleep facilities on both floors. There is an enclosed area of garden available for children's play at the back of the premises. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll 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:

- improve the procedures to liaise with other settings the children attend to provide a fully consistent approach to learning
- increase the use of all activities to support children's mathematical development further for example, by helping them to compare numbers and size.

Inspection judgements

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

The childminder has a good understanding of how children learn through play and practical experiences. She seeks effective information from parents on children's abilities and interests before they start with her. This enables the childminder to plan for children's next stages of learning by building on their existing skills. Through her regular observations, she continues to plan meaningful, challenging activities so that all children make good progress in the learning and development from their starting points.

The childminder provides good support for children's key areas of development. She actively encourages children's language and communication skills throughout all activities and routines. For example, she links words to actions so young children have a good understanding of their meaning. She helps children to gain confidence so that they are eager to explore and feel confident to have a go at new skills. Children listen to instructions and learn through trial and error, which provides firm foundations for their next stage of learning and school. The childminder follows children's lead and enables them to initiate their own learning through making choices. For example, young children develop physical skills as they persevere with removing the lids off the modelling dough pots and getting the dough out. The childminder demonstrates to them how to use a

dough press, cutters and rolling pins. The children spend time practising the skills for themselves and finding different ways of using the equipment. Children notice the numerals on the wall and the childminder points out shapes on their socks. She encourages them to predict how many bowls of water will fill the container and supports them well in completing puzzles. However, she does not use all teaching opportunities to promote children's mathematical development fully. For example, children make eyes and buttons for their dough person but the childminder does not encourage counting them or comparing the different sizes.

The childminder supports children in developing their early writing skills, such as providing water and brushes and a pot of colourful chalks outdoors. Children notice the patterns they make and the childminder draws their attention to what happens when they mix the chalks and water together. This effectively promotes children's awareness of colour and texture. Children develop good imagination and creativity in their activities and role-play. For example, young children tip toys out of a box and use it as a boat. They use construction bricks to make shelters for their animals and they pretend to cook food and eat it. Children enjoy stories and the childminder encourages them to think of their own endings. This also promotes their love of books and literacy development well.

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

The childminder provides good emotional support for children, which prepare them well for moving onto another setting or school. Children respond well to the childminder's calm friendly approach. They enjoy regular cuddles and understand the childminder's clear expectations, which help them to feel secure. Parents comment positively on how well their children settle and enjoy going to the childminder's home. Children develop effective social skills because the childminder praises them for good manners. They are confident to make their wishes known and gain independence as they feed themselves and learn to put on their coats and shoes. The childminder understands and meets children's individual care needs, which promotes their well-being effectively.

The childminder supports children well in understanding safe practices, such as clearing away toys to make floor space when they want to use the ride on toys. She explains to them that this is so they do not slip or trip for example. The childminder straps young children safely into highchairs so they can sit at a large table to join in with some craft activities. The childminder teaches children about keeping safe outdoors, such as not picking berries without asking. The childminder takes appropriate action to keep children safe, providing a good role model for them. The childminder actively encourages children's enjoyment of healthy foods and provides a good variety of meals and snacks. Young children smile and say 'yummy' as they eat strawberries for example. The childminder follows good hygienic nappy changing procedures, keeping children happy and content while she changes them. This not only protects their health but also promotes their well-being. Children know to wash their hands before eating and confidently point out which towel is theirs. The childminder regularly asks children if they want to go outside and young children respond by asking for their shoes. They enjoy being outdoors and walk to the school every day, so they begin to understand the importance of exercise.

Children use a good range of resources, which the childminder organises well to enable children to make independent choices and initiate their own learning. The childminder makes suggestions and responds well to children's requests for additional resources. For example, children ask for water to use outdoors. This helps them to explore different textures, combine different media and learn about liquids and solids. The childminder uses local facilities and groups to extend children's experiences and awareness of their community. This also promotes children's positive awareness of people's differences.

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

The childminder has a good understanding of her responsibilities in meeting the requirements for the Early Years Foundation Stage. She attends training to extend her knowledge of safeguarding children so that she has a strong understanding of child protection procedures. She is currently seeking inter-agency training to extend her knowledge further. The childminder carries out good risk assessments, identifying effective actions to minimise risks to children while enabling their development and independence. For example, she stands behind children while they use a step to reach the sink. She implements good procedures to keep children safe and secure on and off the premises, as well as maintaining effective records to safeguard children. Overall, children experience a broad range of experiences and activities to help them progress well in all areas of their development. The childminder has good systems to monitor children's development, including the progress check for two-year-old children. This means she is able to identify how to plan for any gaps in children's learning and seek any additional professional support to ensure they reach their full potential.

The childminder develops good partnerships with parents, which has a positive impact on children's care and learning. She exchanges good information with parents, including her written policies and procedures, which enable parents to know how the childminder promotes and protects their children's welfare. The childminder provides good written and verbal information for parents ensuring she involves them in their children's learning and development. She talks to parents about children's care at other settings they attend to find out what they enjoy doing there. However, she has not seen or discussed the plans they have for children's next stages of learning in order to have a consistent approach to working in partnership.

The childminder uses a good system to identify her strengths and ensure she meets all the requirements. She seeks parents' feedback both verbally and through regular questionnaires. This enables her to ensure she meets their needs and gives them an opportunity to contribute to good outcomes for their children. The childminder evaluates her practice and development well and meets with other childminders to share good practice. As a result, she is implementing family photograph books to support children's settling in further and use as a tool for discussion. She has revised her system for gaining information on children's starting points, which helps her to plan effectively as soon as

children start with her. This demonstrates a strong capacity for continuous improvement.

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	EY472332
Local authority	North Somerset
Inspection number	949520
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	4
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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