

Inspection date

Previous inspection date

12/06/2014

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

- Children make good progress in their key areas of development, which prepares them well for the next stage of learning and provides a firm foundation for school.
- The childminder provides warm and caring relationships with children so that new children to the setting soon settle and become emotionally secure and happy.
- The childminder motivates children to learn through her strong knowledge of child development and by using children's individual interests to plan exciting activities.
- Children remain safe through the childminders effective procedures and strong knowledge of child protection.

It is not yet outstanding because

- The childminder does not have a wide range of natural resources and everyday objects for children to explore through their play, to promote their understanding of the world 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 activities both inside and outdoors.
- The inspector had carried out a joint evaluation of an activity with the childminder.
- The inspector checked safeguarding information and the premises.
- The inspector took account of the childminders self-evaluation and parents written feedback.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2013. She lives with her husband and two school age children in St George, Bristol. The childminder works with an assistant who is also a registered childminder. The property is close to schools, shops, a nature reserve and transport links. The whole of the ground floor is used for childminding and toilets are on the first floor. Children have access to an enclosed outside play area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects and takes children to local schools. The childminder takes children to local places of interest.

What the setting needs to do to improve further

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

- support children through their play to extend their understanding of the world fully, for example by providing a wider range of natural and everyday resources.

Inspection judgements

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

The childminder seeks good information from parents on children's initial learning and development, which enables her to have a good understanding of their starting points. She then regularly observes and assesses children's ongoing development. The childminder uses photographs and written observations well to monitor children's development and identify their next stages of learning. She exchanges good information with parents so that together they can be consistent in supporting children's learning. The childminder uses this information and children's interests to plan an exciting challenging range of activities and experiences. As a result, all children make good progress in all areas of their learning and development.

The childminder has a strong knowledge of child development and provides very effective support to give children the best start in life. She understands the importance of ensuring children are secure in their prime areas of development. This underpins their future learning and prepares them extremely well for school. The childminder uses all occasions to model language clearly and provides a narrative to the activities. For example, she repeats the words spoken on an electronic toy to ensure they are clear. She verbalises young children's actions so that they also learn about cause and effect. The childminder notices what captures babies' attention and talks to them about what they can see or hear. She uses repetitive words with actions and a range of sounds, responding positively at babies' attempts to repeat them back. The childminder supports young children in understanding about taking turns in conversation by responding to babies' babbling for

example.

The childminder skilfully supports children's physical development through encouraging active learning. She moves herself and toys out of reach encouraging babies' mobility for example. Children clearly enjoy their learning and through the childminder's good support, they develop confidence in wanting to try new activities and skills. She demonstrates good social skills and babies respond by waving goodbye and repeating words for thank you. Children enjoy exploring outside and the childminder involves older children in planning their own ideas. For example, they act out a story of a bear hunt. Babies excitedly splash in the water tray and feel the compost, displaying different facial expressions. Children of all ages develop a love of books and the childminder uses effective strategies to support children's listening skills. For example, she plays peek-a-boo with babies and draws their attention to the sights and sounds. The childminder uses all occasions to support development. For example, while changing nappies she encourages counting how many socks she removes, describing textures of animals children like to hold and making their relevant noises.

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

Although some children are very new to the setting, they are extremely happy and secure in the childminder's home. Babies go to her for cuddles and reassurance demonstrating their emotional security with the childminder. She works with an assistant and they observe to see who the children naturally attach themselves to before deciding who will be the key person. They make visits to children's homes so that they can meet the whole family and help the children start to build a relationship with them. Parents comment positively on instantly feeling at ease when the time came to leave their children. This means that children feel secure with a special adult, which prepares them well for moving onto another setting or school. The childminder recognises signs of hunger or tiredness and through good communication with parents; she has a good understanding of children's individual care needs. Children begin to understand about people's differences and gain a sense of value through positive resources and celebrating each other's backgrounds.

The childminder organises her environment well both indoors and outside, so that children can make choices and initiate their learning. For example, her toys and resources are in material boxes with large pictures and words on the front, showing the contents. She places a good range of suitable resources at ground level for babies to choose from and to use to cruise safely around when learning to walk. The childminder encourages independence well, supporting children in doing as much as they are able for themselves. For example, she has children's crockery and cutlery at a low level so that they can help with setting the table. Children experience sand, water, mud and different types of material. However, most toys are plastic, which does not promote their understanding of the natural world and everyday objects fully. The childminder takes children on outings and to local facilities and groups. This provides them with real experiences and children develop a good awareness of their own community. The childminder displays children's artwork, which promotes their self-esteem as well as promoting their feeling of belonging.

The childminder follows hygienic procedures when changing children's nappies, also when handling food or wiping children's noses. This helps to prevent the spread of infection and provides a good role model for children. She provides children with individual towels, flannels and sheets, and children clean their teeth after meals. This helps to keep them healthy and learn good practices. The childminder provides a wide range of healthy snacks and meals, and children of all ages can help themselves to regular drinks of water. They go outside daily where they learn the importance of exercise and how to stay safe in the sun. The childminder provides effective supervision and equipment to help ensure children do not come to any harm. She uses a safety strap on a changing mat so that babies cannot roll off for example. The childminder has the emergency evaluation procedures in pictures for children. She regularly practises the procedures so older children gain an understanding of helping with their own safety.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a good understanding of child protection procedures and her safeguarding policy. In addition, she is seeking further training to enhance her already secure knowledge to protect children's welfare further. The childminder carries out thorough risk assessments and is constantly aware of promoting children's safety and well-being. She organises all her documentation well and ensures she has good information to protect children and help keep them safe. The childminder uses good systems to monitor children's development and identify any gaps. This enables her to plan effectively for children's continuous development and seek any appropriate additional support. The childminder has a system in place to provide parents with a progress check for two-year-old children when the need arises. This demonstrates her good understanding of the learning and development requirements.

The childminder has already made a good start to her childminding business, which is evident through her good practice. She is highly enthusiastic about early years education. The childminder enjoys researching new ideas and attends training she believes will enhance her practice, such as developing outdoor spaces. She already uses good systems of self-evaluation to identify well-targeted actions to continue to improve outcomes for children. For example, she intends to have a mud kitchen and provide a song basket so babies can choose an item that interests them to initiate songs. The childminder is also seeking training in sign language to support the communication of all children further.

The childminder builds good strong partnerships with parents to ensure she meets their wishes and children's individual needs. This has a positive impact on children's welfare. She provides parents with an extensive prospectus on all her policies, procedures and practices. The childminder meets with parents to discuss children's development and care, and to go through her written records. The childminder also cares for children who attend reception class at school. She liaises to find out what they are working on and supports children further. They look at life cycles, such as tadpoles for example. The childminder

values the importance of working with all carers to ensure all children reach their full potential.

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	EY471123
Local authority	Bristol City
Inspection number	950503
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
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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