

<b>Inspection date</b>	01/07/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 her focused interactions and well-planned play opportunities and resources.
- Children are happy, relaxed and confident in the childminder's home as they feel a strong sense of belonging.
- The childminder links well with parents and others providing care for children, ensuring children receive consistent support for their care and learning needs.
- The childminder is committed to improving her own skills and knowledge through training to benefit the children she cares for.

#### **It is not yet outstanding because**

- There are fewer resources available to support and extend children's literacy skills when playing outdoors.

## 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 the childminder's home and garden.
- The inspector looked at children's assessment records and a sample of welfare records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation and written comments from parents.

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her husband and three children in the Redland area of Bristol. All areas of the childminder's home are available to the children, with care mainly provided on the ground floor. This includes a playroom, lounge, kitchen/diner and toilet facilities. There is a rear garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently four children on roll.

### What the setting needs to do to improve further

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

- increase the range of books available outdoors to further support children's literacy skills.

### Inspection judgements

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

The childminder supports children's learning very well due to her focused interactions and her clear understanding of their interests and learning needs. She is constantly involved in children's play, providing a wide range of interesting and fun activities that motivate children to become fully engaged in their learning. For example, after observing a crane in operation previously, the childminder provides resources such as buckets and rope to enable children to make their own crane in the garden. As they pull the bucket up, just as they have seen the crane do, they talk about how heavy it is to lift which leads to a discussion about what would be heavier or lighter to pull. They experiment with putting in water, stones, sponges and beanbags, comparing weight and measure. As they play the childminder teaches children mathematical language and encourages them to solve problems and consider options and outcomes.

Activities are organised well to support children's interests and learning needs. The childminder notes children's interests and establishes starting points through the initial information gathered from parents. Ongoing written observations and assessments are completed. This helps the childminder to plan and provide children with activities that enable them to build on what they already know and learn new skills. This approach means that children are making good progress in all areas of their learning and development. The childminder has a procedure in place to complete the progress check for children at age two years when this is required.

Children are busy and motivated to learn. They have fun washing the dolls' clothes and pegging them out on the child-height washing line to dry. They develop strong muscles

in their hands as they use the pegs to hang the garments individually and learn about strategies that work best. This activity extends children's identified interest in their bodies, as they talk about the different items of clothing and where they are worn. Children access a good range of books indoors, and enjoy regular story-telling sessions with the childminder. The childminder has made story cards to encourage older children to retell their favourite story, supporting their communication and language, and literacy skills. There are fewer books or reading materials available when children play outdoors to further support their learning. For example, the children do not have access to any books about construction equipment as they design and use their crane to extend their knowledge and understanding of the world.

Children show a keen interest in the natural world around them. They talk about the fruit growing on the trees and hunt for ripe strawberries. They water the plants with their watering cans, learning about the conditions plants need to grow and flourish. They play happily in the water tray, pouring water in and out of different sized containers. The addition of a short and long piece of guttering encourages children to experiment and investigate. They pour the water from the top and watch as it runs down the slope, learning about how the slope affects how fast the water travels. They consider how they can collect the water to use again if they place a container at the end of the pipe. The childminder teaches children about letter shapes and sounds in a relaxed and fun way. At lunchtime, they talk about the letter on a child's clothing and together repeat the sound and the child's name, linking the letter shape to the sound it makes. Children regularly attend local toddler groups and take part in group activities where they are learning how to play well with others. This helps them build skills for their future learning.

Parents are involved well in children's learning and there are good systems in place to encourage a regular two-way flow of information. Parents receive information in the daily diaries about the activities in which children are involved. They are encouraged to look at children's learning folders regularly so they can see and discuss with the childminder the progress children are making and their identified next steps. This encourages parents to continue to support children's learning at home. Parents complete wow moments from home. This enables the childminder to consider children's all-round learning when she plans activities to support their continued interests and learning.

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

Children are very happy and settle well due to the sensitive and caring approach of the childminder. They form a strong bond with the childminder and her family and feel a strong sense of belonging. Photographs and name tags, such as on children's hand towels in the cloakroom, help to make them feel at home. To help children settle the childminder makes family photo albums for them to look at throughout the day. This makes them feel happy and relaxed as they engage in discussions about members of their family. The childminder has a very good understanding of children's individual needs and routines, which is due to the friendly professional relationships she develops with parents. The consistency children receive helps them feel safe and secure in her care. Children are confident to help themselves to toys of their choice. The play

environments both indoors and outside are very well organised and resourced to enable children to have easy independent access to a broad range of toys and equipment. This means that children can organise their own play and take a lead in deciding what they want to play with. A resource book enables all children to identify any toy of their choice if it is not easily accessible. Areas used by the children are welcoming and comfortable. Good use is made of the outdoor learning environment to extend children's learning experiences.

Children are well behaved, which is due to the childminder's consistent expectations and positive input. The childminder frequently reminds children about sharing and taking turns and being caring towards each other, helping them to develop good relationships with others. For example, children are keen to help tidy away toys in the garden as they receive lots of praise from the childminder. Children play well together, learning to consider each other's differing needs. For example, older children sometimes push younger children around the garden in the toy car; they remember to not go too fast, to make sure the younger children are safe. Children are very confident due to the positive support they receive from the childminder. This encourages them to have-a-go and makes them feel proud of their attempts and achievements. Through playing with resources that positively reflect differences, and taking part in celebrating festivals from around the world, children learn to respect and value diversity and consider the needs of individuals.

Children are developing independence in managing their own personal care needs. They go straight to the sink to wash their hands before having their lunch, demonstrating their increasing understanding of the importance of good hand hygiene routines. The childminder follows good procedures, which help to prevent germs from spreading and supports children's well-being. The childminder offers children healthy snacks and meals throughout the day, and takes drinks of water out into the garden to prevent children from becoming thirsty. Children's health benefits from daily opportunities to play outdoors in the fresh air. The childminder takes positive steps to support children's safety. She regularly reviews her risk assessment and considers safety constantly. For example, children have to travel down a staircase to go outdoors. The childminder has developed an effective system to make sure this routine is safe for each of the children, whilst also developing their confidence and physical abilities. The childminder supervises children well at all times. Due to the location of the garden, the childminder takes a well-equipped backpack with her. This means she has everything she needs close to hand and can focus her full attention on supporting the children. Children are encouraged to become aware of safety as they take part in practising the emergency evacuation procedures and learn about boundaries that are in place to keep them safe.

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

The childminder has a secure knowledge of the Early Years Foundation Stage requirements for both learning and development and welfare. She has a good understanding of safeguarding procedures gained through attending training, and has

produced her own detailed written policy which is shared with parents. This means she has a clear understanding of signs and symptoms and knows the procedure to follow in the event of a child protection concern. Therefore, she is able to deal with any concerns promptly to safeguard children's welfare. All required documentation is in place and used effectively to help to promote children's safety and welfare.

The childminder is keen to make continuous improvements to the service she provides. She reflects and evaluates her provision to identify and address areas for future improvement. She frequently attends training relating to her role, and uses this to improve her practice for the children's benefit. For example, since attending training on encouraging children to problem solve, she provides more open-ended resources for children to explore and investigate. This improves the support she offers to children's learning. The childminder has recently introduced a system to track children's progress, helping her to identify areas where children may need additional support or encouragement. These monitoring systems also help her to make sure she is offering children a broad range of experiences to support them in all areas of learning.

Through written information and discussion, parents are fully aware of the service the childminder provides. Parents comment that their children are very keen to attend and that they value the childminder's friendly and professional approach. Parents have a good understanding of policies and procedures as they are given these to read when children first start. Daily diaries and discussions keep parents well informed of events in their children's day. The childminder establishes successful links with other settings that children also attend, and others involved in children's care, to help promote consistency in the support children receive.

### **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

<b>Unique reference number</b>	EY473792
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	950515
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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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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