

<b>Inspection date</b>	03/07/2014
Previous inspection date	06/10/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
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How well the early years provision meets the needs of the range of children who attend		2
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### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder plans a broad range of experiences across the areas of learning. Children remain focused and alert as they play and learn together.
- The childminder's consistent enthusiasm and interactions positively support children's learning and development, especially in their mathematical development.
- The childminder establishes warm relationships with the children. This supports their emotional well-being and helps them settle in quickly.
- The childminder works well in partnership with parents exchanging a regular two-way flow of information to maintain continuity in children's care, learning and development.

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

- The organisation of some resources means that children are unable to develop their early writing skills fully, such as in their role play, to write prescriptions or to write recipes.

## 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 playing inside and outdoors.
- The inspector observed the childminder's interactions with children.
- The inspector took account of the written views of parents.
- The inspector sampled a range of documentation, including self-evaluation and safeguarding procedures.

## Inspector

Rachael Williams

## Full report

### Information about the setting

The childminder registered in 2010. She lives with her husband and two children in Henbury, Bristol. The whole of the childminder's home is used for childminding purposes. There is an enclosed rear garden for outside play. The family has a pet dog.

This childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has eight children on roll; of these, four are within the early years age range. The childminder cares for children with special educational needs and/or disabilities. The childminder holds an early years qualification at Level 2.

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

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

- develop further opportunities for children to access writing and drawing equipment independently so that they can use it purposefully in their role play, for example.

## 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 the learning and development requirements of the Early Years Foundation Stage. She uses this knowledge well to plan a varied range of exciting experiences across the areas of learning. There are good opportunities for children to play and learn together. For example, older children are alert and focused showing sustained interest in group activities, such as 'what's in the bag?' as they sing and sign favourite songs. The childminder enables all children to be included in activities by adapting them to meet individual needs effectively.

Parents are fully involved in their children's learning from the onset. They provide key information about children's starting points and interests so that the childminder can plan initial activities. The childminder takes time to get to know the children, making observations of their engagement in activities. This provides valuable information to form a baseline assessment, which she regularly reviews, to promote learning. The childminder assesses and tracks children's progress effectively and identifies learning priorities to influence future planning. Consequently, all children make good progress in their learning.

The childminder interacts very well with the children to promote their learning. For example, she plays alongside children as they bake and match cupcakes to the tray providing a clear commentary on children's actions, such as 'you are putting two eggs in the bowl'. This supports children's developing communication skills well. Children place

one cupcake in front of each of the animals and offer to pour them 'juice', demonstrating good matching skills. The childminder challenges children further as she questions them, such as 'can you find the blue one?' She models mathematical language well for children to copy. Children listen carefully and follow instructions well, such as to find one more egg. Children play imaginatively taking on different roles, such as doctor and patient as they use the available resources. There are few opportunities for children to extend their role play, such as to write prescriptions, as mark making equipment is not easily accessible and usually only used when children are sitting at the table for a focused activity. This does not fully support children's early literacy skills in learning to write for a purpose.

The childminder prepares older children well for their move to school. There are good opportunities for children to learn and play together during group activities. For example, they listen and follow instructions, raising and lowering the stretchy material cooperatively to keep the frogs on top. The childminder teaches early calculation skills well as children count how many frogs there are left when one falls off.

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

Children are confident to explore the homely, well-organised environment, which captures children's interest. Parents describe the setting as a 'safe, secure, warm, homely and trusting environment'. Children make choices about their play as they are able to reach most toys and resources independently. These are stored at low level and labelled with words and pictures, which helps in the tidying up process and helps children learn that print carries meaning. The childminder rotates resources regularly according to children's interests and uses a homemade toy catalogue to help them make decisions. Children are very comfortable in the environment as the childminder has established positive relationships with them and has good knowledge of the children in her care. Children behave well as the childminder helps them to express their feelings and acknowledges their emotions. There are good opportunities for children to learn to share, such as taking turns to blow bubbles. Children are clear on expectations, such as waiting for the childminder to supervise them on the trampoline. This all supports children's emotional well-being in preparation for their next steps in learning.

Children are becoming increasingly more aware of their own needs. For example, they acknowledge when they feel chilly and ask the childminder to close the window. Children access their drinks when they are thirsty as the childminder keeps these at a low level whether they are playing inside or outdoors. There are good systems in place to teach children about sun safety. Children are aware that it is important to wear sun cream when they are outside so that they do not burn. The childminder consistently talks to children about safety so that they become aware of safe practices. When children, who are pushing the swings, observe younger children running towards them they immediately stop, realising the potential risk.

Children are familiar with consistent routines. When it is snack time, they immediately sit up at the table and fasten their harnesses on the booster seats. They are aware of the need to wash their hands and each use an individual flannel. As children prepare their fruit

salad, the childminder talks to them about the shape, colour and size of the fruit to extend their vocabulary. Children use knives safely and comment on their actions, such as 'this is a little too big; I'm cutting it in half'. Children show good understanding of how to keep themselves healthy. For example, children explain that 'you don't eat strawberries if they are green because they make your tummy poorly'. The childminder provides parents with a menu so that they have good information about the food their children eat. The childminder works well in partnership with parents to meet any special dietary requirements.

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

The childminder has good understanding of the statutory requirements of the Early Years Foundation Stage. She provides a safe and secure environment, which is thoroughly risk assessed and regularly reviewed. She takes prompt action to minimise risk, such as replacing a broken strap immediately on a car seat and discarding broken toys. She maintains all required documentation to promote children's welfare, such as an accurate record of children's attendance. The childminder is vigilant and ensures that children are supervised at all times as they move freely from indoors to outside. There are robust systems in place to record accidents and to share these with parents. The childminder has a secure knowledge of child protection procedures to enable her to take appropriate action should she have a concern about a child in her care.

The childminder works well in partnership with parents to promote consistency in children's care, learning and development. The childminder provides parents with a wealth of information about the setting and their children's achievements, for example, by using a daily communication diary and sharing the progress check at two years. The childminder regularly shares observations and ideas to support children's learning at home, such as to use pedals on a tricycle. Parents provide positive references describing how their children are 'always learning new things'. Parents think highly of the childminder, describing her as 'trustworthy, caring and reliable'. The childminder works cohesively with parents using the information they share to influence her planning, such as to use a music group to build children's confidence in social situations.

The childminder uses self-evaluation productively to drive improvement. She has identified the need to involve parents more fully in providing feedback to improve the service she provides. Therefore, she has prepared a parent questionnaire. The childminder has made significant changes since her last inspection. She has extended her resources to reflect the diversity in our society. For example, children choose a favourite book to share with the childminder that positively reflects disability. Children are actively involved in the story, pointing to the pictures and making comparisons. The childminder gives good explanations, such as explaining that some children may need extra time because of their disability but can still achieve the task, providing reassurance. The childminder has improved her planning arrangements and successfully identifies next steps in learning so that children make good, and in some cases outstanding, progress in their learning from their starting points. The childminder has a positive attitude to her professional

development and is about to embark on a level 3 early years qualification, as well as completing necessary training, such as paediatric first aid.

### **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>	EY408548
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	816315
<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>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	06/10/2010
<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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