

## Inspection date

16/07/2014

Previous inspection date

05/11/2013

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

4

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 has focused systems of self-evaluation that help her to identify relevant actions to ensure good outcomes for children.
- The childminder keeps good records to monitor children's development, which enables her to plan effectively for children's individual needs.
- The childminder has positive partnerships with parents and other adults supporting children's care and learning, which enables children to reach their full potential.
- Children are proud of their achievements and develop strong self-esteem because the childminder uses positive feedback and praise.

### It is not yet outstanding because

- The childminder does not always enable children to use resources from adult-led activities independently to support their creativity further by using them in their own way.

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

## Inspector

Elaine Douglas

## Full report

### Information about the setting

The childminder registered in 2011. She lives with her partner and two young children in Whitchurch, Bristol. The childminder works with her mother who is also a registered childminder. Children have use of the whole house, including a playroom and ground floor toilet facilities. There is an enclosed rear garden for outside play. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll in the early years age group. The childminder also offers care to children over eight years. The childminder has a childcare qualification at level 4 and is working towards an early years degree.

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

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

- plan to give children time to play independently with resources used in adult-led activities, so that they can find their own way of using them.

## Inspection judgements

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

The childminder has a secure knowledge of early years development and how to promote children's learning through providing interesting activities and resources. She seeks good information from parents and/or any other providers that children have attended, to have a strong understanding of children's starting points. She encourages parents to share their knowledge of children's learning at home. Together with her own observations, this gives her an accurate knowledge and understanding of children's abilities and preferred learning styles. This enables her to plan an educational programme that meets children's individual learning needs and covers all areas of development. As a result, children make good progress in their learning and development.

The childminder's consistently good teaching skills support all children in making firm progress in their key areas of development. This ensures that they have the necessary skills for their next stage of learning and eventually school. The childminder supports children's independence and social skills well. She gives children choices and values their opinions. For example, children suggest having their snack outside. They set up the small table and chairs. Older children count how many plates they need so that all children have one. They pour their own drinks and have a go at cutting their banana for example. The childminder provides good support asking them about the shape, colour and number of pieces of fruit and vegetables. The childminder makes deliberate mistakes so that children demonstrate their knowledge. For example, she holds up a cucumber and says it is a banana. The children correct her, noticing the differences, such as the cucumber is green

and the banana yellow. She talks about halves being two and quarters being four as she cuts up an apple, promoting children's mathematical development. The childminder supports language and communication skills well. A young child holds up their hands and says 'gone' to which the childminder asks if they would like more drink for example. She uses words in context providing visual clues so that young children repeat the words and begin to form sentences. The childminder gets down to children's level and makes eye contact, ensuring children are listening.

Children enjoy group stories because the childminder provides interesting props for children to engage with. She introduces new words and ensures children understand their meaning, such as antennae on a caterpillar. Children feel and describe textures, and count and match items. They recall things they remember from past events. The childminder extends children's learning by providing resources to create a model of a butterfly in the story. However, they do not have time to play with the book and resources independently, to use them in their own way and make up their own version of the story. Young children learn from the older ones, working together to complete a floor puzzle, for example. They watch each other use equipment and then try for themselves. As a result, children are active learners, enjoying their play and finding ways to solve problems and develop new skills.

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

The childminder has a good understanding of safeguarding children because she keeps up to date with procedures and recognises signs and symptoms that a child may be at risk of harm. She uses a monitor to listen out for sleeping children and keeps a record of every time she physically checks them. When a child stands on a small chair, she uses this as an opportunity to talk about safety and the possible risk of falling and hurting themselves. Consequently, children learn about safe practices. They also understand about road safety on outings, understanding why they wear high visibility vests and the need to wait for the green man to light up before crossing. The childminder recognises when young children need a nappy change, a cuddle of reassurance or a sleep. Therefore, she meets their needs well. Children develop good hygienic practices such as wiping their nose, drinking plenty of water and eating healthy snacks and meals. Children enjoy exploring the exciting activities in the garden, where they learn the importance of fresh air and exercise. They use the mud kitchen, water cascade, plant vegetables and make their own wall paper for the playhouse for example.

Young children are confident to explore the familiar environment but run to the childminder if something unusual happens. The childminder responds appropriately talking soothingly until they feel secure enough to go off again. Parents comment positively on their children gaining confidence and learning how to express their feelings appropriately. This is because the childminder effectively supports children's emotional well-being. Older children copy the childminder as she meets the care needs of babies. They gently rock their baby doll, feed them a bottle and change their nappy for example. Children behave well, learning to share with their friends, be kind and help each other. They develop high self-esteem because the childminder praises their achievements and displays enjoyment

and wonder as they persevere with new skills, so children want to achieve.

The childminder ensures children feel welcome. They have their own containers to keep their belongings and know where to get their coat and shoes to go outside. Children have a dedicated playroom where they can choose from a wide range of resources organised on low shelving and labelled soft buckets. Many resources are open ended so that children can play with them in a range of ways, such as cardboard boxes and tubes. The childminder provides daily opportunities for children to play inside and outdoors, selecting from the wide range of resources and moving them to their preferred area. For example, they use coloured ribbon to understand the effects of wind. Good resources support children's independence and physical skills, such as sweeping up spilt rice for example. The childminder has assessed her environment and looked at ways to provide communication spaces, to encourage children to sit quietly and engage in conversations. The childminder makes good use of books to support children's emotional changes, such as a new baby, moving house and starting school. She ensures children have all the necessary skills and feel secure ready for moving onto another provider or school.

### **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 of the Early Years Foundation Stage. She follows good procedures for outings to help keep children safe for example. The childminder carries out good risk assessments and reviews them regularly, making necessary adjustments as children's needs change. She has re-organised the low shelving to stop children climbing near the window for example. The childminder organises her documentation well for the safe and efficient management of her provision. She has a good overview of children's development so that she can easily see any gaps in their learning and seek further support where necessary. This includes providing parents with a written copy of a progress check for their two-year-old children.

The childminder regularly evaluates her provision with her co-minder. They work together well to look at the most significant ways they can improve their knowledge or practice to benefit the children. For example, the childminder is undertaking a higher childcare qualification and her co-minder has started a qualification. They have researched providing good language interaction and now use effective teaching methods. The childminder has introduced using sign language and uses more signs and words in the garden. This promotes children's language and literacy skills more effectively. Since her last inspection, she has implemented documents to obtain extensive information on children's starting points and maintain a two-way flow of information sharing with parents. She and her co-minder have been on behaviour management training and now use effective strategies so that children understand their expectations. The childminder has re-organised her documentation and has all records available for inspection. The childminder actively seeks parents' feedback and asks them to be honest so that she can make relevant improvements to meet their needs and preferences. Parents' questionnaires demonstrate that they are very positive about the provision and the childminder's practice. For

example, they state they think the childminder provides a safe, friendly, positive environment. The childminder also uses happy and sad faces to understand children's satisfaction.

The childminder works well with parents, outside agencies and other providers children also attend. She meets with adults involved in children's development to discuss their progress and have a consistent approach to promoting their learning further. The childminder has good development records and these enable her to tailor the activities to meet children's individual learning needs. The childminder provides parents with good written and verbal information on their child's care and learning. She demonstrates a strong knowledge of the benefits of working in partnership to ensure all children can reach their full potential.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY436751
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	963452
<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>	4
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	05/11/2013
<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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