

Inspection date	21/07/2014
Previous inspection date	16/12/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 a positive attitude to her professional development and evaluating the provision to drive improvement consistently.
- There is good partnership working, especially to provide continuity for children with special educational needs.
- The childminder provides a positive environment for children to play and learn, in particular to encourage children to explore and investigate a good range of stimulating resources.
- The childminder knows the children in her care well. Therefore, she is able to plan exciting activities that support their current interests and learning styles.

It is not yet outstanding because

- The childminder sometimes misses opportunities to extend children's play to support them in developing their early writing skills.

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 sampled a range of documentation, including safeguarding arrangements, written views of parents and children's assessment records.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder was registered in 2010. She lives with her husband and five children in Avonmouth, Bristol. The whole of the childminder's home is used for childminding, with the exception of the second floor. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for four children in the early years age range. She also cares for older children out of school. The childminder supports children with special educational needs and/or disabilities. The childminder has an early years qualification at level 3.

What the setting needs to do to improve further

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

- plan further opportunities for children to extend their early writing skills in their sensory play.

Inspection judgements

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

The childminder makes detailed observations of children's play. She monitors children's engagement in activities well so that she can plan a broad and balanced range of stimulating experiences. The childminder has good understanding of what children can do and has effective systems in place to monitor children's progress and identify their next steps in learning. This means that she is able to plan future activities to challenge children's development. The childminder frequently shares the assessment records with parents so that they are able to contribute to children's learning, such as providing information on children's achievements at home. Parents comment positively, such as how their child is 'really progressing in their learning and is getting more and more confident'. The childminder provides a good range of open-ended resources for children to explore imaginatively. For example, children talk about the different wooden animals as they transport them between the water and sand trays. Children use different tools well in their play demonstrating good hand-to-eye coordination. For example, children use the sieve to catch the animals and predict what will happen to the water as it overflows. Children thoroughly enjoy jumping in the puddles they have created. The childminder counts their jumps introducing children to number names well. However, the childminder does not always extend children's interests. For example, she does not encourage children fully to explore the patterns they make on the path with the water or to provide additional tools, such as brushes to encourage early writing skills. Children solve problems well. For example, when the water gets low and is difficult to scoop up, children use a cup to retrieve all the animals so that they have more room. The childminder supports children's

language acquisition well as she commentates on the children's actions, such as 'you filling the cup' and asks questions to encourage their thinking, such as 'how much more do you need?' The childminder knows the children well and therefore, can support their learning effectively. For example, knowing that some children need to watch others first, the childminder provides reassurance until children are confident to explore the sand and water independently. The childminder has good knowledge of children's interests through her positive interactions with them and her regular communication with parents. For example, the childminder points out different insects in the garden as children are keen to investigate. Children are very excited to see a butterfly and chase after it. The childminder directs children's play encouraging them to use their ribbons to flap and move like a butterfly as they negotiate space confidently.

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

Children benefit greatly from a well-organised, homely learning environment, which considers children's interests. The dedicated playroom is well equipped with easily accessible resources; although, writing equipment is not always in reach for younger children to use in their play independently. The childminder provides stimulating homemade resources to support children's natural curiosity and to focus their attention. For example, the childminder has provided a latch board, which encourages children to twist and turn knobs and handles and to slide bolts, therefore learning how objects operate. Children have many opportunities to be physically active as they play in the well-equipped garden. Children listen well to instructions as they complete an obstacle course, which encourages them to climb, balance, jump and throw a ball. The childminder teaches children about the importance of wearing sun cream so that they learn how to keep themselves safe. She helps younger children learn about safety for example, how to descend the step to the patio backwards to avoid a fall. The childminder has good understanding of recording accidents and sharing these with parents. She maintains safety on the numerous outings well helping children to understand about road safety and stranger danger to maintain their well-being. Children understand the importance of having regular drinks in the hot weather as the childminder provides gentle reminders and encourages their independence as they refill their drinks from the fridge. Children learn about healthy eating as the childminder provides healthy and nutritious snacks and meals that meet children's special dietary requirements. Children enjoy discovering what is in the weekly vegetable box. The childminder has good understanding of children's care needs and maintains their safety and well-being consistently. For example, the childminder has good understanding of children's sleep routines and the signs that they are becoming tired so that she can meet their individual needs. The childminder maintains hygiene well when changing nappies.

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

The childminder has good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage to maintain children's well-being. She provides a safe

and secure environment, which is thoroughly risk assessed. She completes all required documentation to ensure the smooth running of the provision, such as an accurate record of children's daily attendance. She understands and implements her policies and procedures and she shares these with parents during flexible settling-in days. The childminder has good understanding of safeguarding procedures to enable her to take prompt action should she have a concern about a child in her care. The childminder works well in partnership with other early years settings that children attend to exchange key information. For example, she visits the settings and talks to children's key persons. This helps to extend her knowledge of children's next steps and how to support their learning further. The childminder works cohesively with parents and other professionals to support children with special educational needs and/or disabilities. This maintains continuity in children's care, learning and development and provides key support for children as they move on to school. For example, the childminder ensures that strategies to manage behaviour are consistent, such as providing a five-minute warning before tidying away and giving children clear explanations. Parents comment positively about the childminder's support, such as how she is 'incredibly flexible in allowing outside agencies to come and observe children' and is 'incredibly skilled in recognising needs and creating tailor-made resources to support children'. Parents are actively involved with children's learning from the onset. They provide the childminder with key information about children's capabilities and starting points so that she is able to organise daily routines and plan for children's initial learning. The childminder has effective systems in place to monitor the provision and to make continuous improvement. She has been proactive in addressing recommendations from her last inspection, especially in the use of observation and assessment to plan challenging activities. Consequently, children make good progress in their learning and development. She has a positive attitude to her professional development and attends regular training to improve her knowledge of how children learn and develop. She has accurately identified areas of improvement, such as the development of the outdoor provision.

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	EY412883
Local authority	Bristol City
Inspection number	816397
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	4
Name of provider	
Date of previous inspection	16/12/2010
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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