

**Inspection date**

Previous inspection date

31/07/2014

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**

- The childminder motivates children to learn by planning around their interests and extending their ideas.
- Children are happy and confident in the childminder's home because she successfully promotes their emotional well-being.
- The childminder provides a positive role model for children, demonstrating an enthusiasm for continuous learning.
- The childminder provides good support to challenge the more able children and help them reach their full potential.

**It is not yet outstanding because**

- The childminder does not provide an extensive range of resources to promote children's positive awareness of their own and other's differences fully.
- The childminder has not formally sought parents' opinions on her provision to improve her practice further.

## 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.
- The inspector carried out a joint observation with the childminder.
- The inspector checked the safeguarding information and the premises.
- The inspector discussed self-evaluation and continuous improvement with the childminder.
- The inspector sampled documentation, including policies and procedures, and children's development records.

## Inspector

Elaine Douglas

## Full report

### Information about the setting

The childminder registered in 2014. She lives with her two school-aged children in the Barton Hill area of Bristol. The childminder lives in a third floor maisonette, which has a lift and stairs access. Children use the whole premises and toilet facilities are on the first floor. The childminder uses the communal gardens and local park to provide outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There is currently one child in the early years age range on roll. The childminder walks to local schools to collect and drop-off children.

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

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

- extend the positive impression children have of their own culture and people's differences further, for example, by providing a greater selection of resources
- improve the systems of self-evaluation, for example, by having a formal system for seeking parents' feedback.

## 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 how to promote children's development through their play, purposeful support and planned activities. She seeks good information from parents on children's starting points and through her own observations, plans effectively for their next stages of learning. The childminder gets to know the children well, including their interests, which enables her to plan for their individual learning needs. As a result, children make good progress in all areas of their development.

The childminder plans challenging activities for older children, who thoroughly enjoy meeting the challenge. For example, she talks them through working out mathematical sums using coloured counters and written numerals. She then encourages them to try for themselves. This promotes their mathematical and listening skills. The childminder provides good support by asking the children to predict what will happen if she takes a certain number of the counters away. Children say how many they will have left and find the corresponding numeral, and then they see if they are correct. The childminder effectively follows children's lead, which motivates them to learn. For example, children use the interlocking counters to make shapes and use their imagination to suggest what these might be, such as a 'tiara' or a 'flower'. This leads to children recalling growing flowers from seed and planting pips from an apple they had for snack. As a tower of

counters begins to lean over, the children suggest that it looks like a rainbow. The childminder provides additional resources to support children, such as a previous rainbow they have made. Children use this to make their own rainbow from the counters and then draw, including a sun, rain and an umbrella.

The childminder effectively promotes children's key areas of learning, which prepares them well for the next stage of learning and school. The childminder encourages bilingual children to teach her their first language. This not only promotes children's self-esteem and values their backgrounds but also provides a good role model for learning. The childminder promotes children's speaking and listening skills well. Children ask questions during stories and point out things that they notice. The childminder sensitively helps with correct pronunciations and the understanding of difficult words. As a result, children are inquisitive and ask what a question mark symbol means for example. They comment on shapes in the environment such as a pen being round but the lid being square. Children develop good physical skills, including throwing beanbags into a hoop and older children write their own names. The childminder provides good support so that children notice when names have the same letters and that they can look different when they are capital. The childminder makes good use of all routines to promote children's learning. For example, older children operate the lift and security doors under her supervision. They are very independent, take care of their personal hygiene and develop strong relationships with the childminder and her family. The childminder praises children's achievements and as a result, they are eager to do things again, which strengthens their learning. The childminder encourages children to show her how to achieve a goal and she demonstrates how through persevering she succeeds. Consequently, children have very positive attitudes to learning new skills.

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

The childminder supports children's emotional attachments extremely well so that they are confident, happy and settled in her home. This prepares the children for moving on to another setting or school. Children behave well, understand the childminder's expectations and are confident to discuss anything that may upset or worry them. The childminder recognises signs of overexcitement and immediately calms things down, suggesting a story for example. The childminder has a current first-aid qualification and a good awareness of the signs and symptoms to be aware of should a child be at risk. She demonstrates a sensitive awareness of children's backgrounds and supports children well in becoming competent in managing their emotions and personal needs.

The childminder provides a good range of resources on both floors so that children can make choices and initiate their learning. The childminder involves children in making additional resources, such as a watering can from an empty milk carton, which promotes their creativity, problem-solving skills and awareness of recycling. The childminder uses the internet to support children's development of additional languages. However, there are fewer resources that provide positive images of children's cultural backgrounds. The childminder uses physical equipment successfully indoors to support children's development, as well as taking resources outdoors and using the local parks and facilities.

This helps to promote children's physical and creative development as well as promoting their understanding of the natural world.

Children develop a good awareness of safe and healthy practices. For example, children know to hold onto the rail to walk up the stairs to wash their hands before eating. Older children know that leaving toys on the floor can be a tripping hazard and help to tidy up. They regularly practise the emergency evacuation procedures to understand about keeping themselves safe. Children select their individual towels and flannels to prevent cross-contamination when washing their hands and face. They choose from milk or water to drink and make healthy choices for their snack or lunch, such as chicken and pasta or fish and vegetables for example. Children have daily opportunities to be outdoors and develop a good understanding of the importance of exercise.

### **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 lives in secure premises and carries out good risk assessments. This helps to identify and install appropriate equipment, according to children's abilities, to keep them safe. For example, she has stair gates at the top and bottom of the stairs and door jammers to prevent fingers being caught. The childminder regularly reviews her risk assessments after any changes and as a result, has placed non-slip material under rugs to minimise the risk of accidents. The childminder organises her documentation well to ensure she keeps effective records to protect and promote children's welfare. The childminder has good systems in place to track children's learning and development, identify any gaps or concerns and plan for their next stages of development. This includes the progress check ready for when she cares for two-year-old children.

The childminder has only recently started caring for children and is building up her provision. However, she already reviews her practice and has made changes to improve outcomes for children. For example, she has more extensive information to seek from parents on children's starting points and care. This is to enable her to have an even greater understanding of how to meet children's care and learning needs from the start. The childminder has reflected on how she monitors children's progress and as a result, revised her assessments. She welcomes parents' comments. However, she has no formal system to gain their feedback as part of her self-evaluation, to focus her improvement plan further.

The childminder has good partnerships with parents. She exchanges daily information both in writing and verbally to meet children's individual needs. The childminder regularly discusses children's development and shares her observations. She seeks consent from parents to share information with other settings so that they can work together and provide a consistent approach to children's learning and care. The childminder builds relationships with teachers at the local school to find out how she can support the children

further in her setting. This helps to ensure that children can 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

<b>Unique reference number</b>	EY472386
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	955031
<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>	3
<b>Number of children on roll</b>	1
<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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