

Inspection date	02/09/2014
Previous inspection date	13/08/2013

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 helps children develop good communication and language skills as she provides a continuous narrative to children's actions and movements as they play.
- There is good partnership working between parents, the childminder and other early years settings the children may attend to enable information to be continuously shared.
- The childminder provides a welcoming and safe environment. Children are settled and form positive relationships with the childminder who consistently reassures them, especially new starters.
- The childminder plans a broad and balanced range of experiences, which take into account children's interests and next steps in learning through the effective use of observation and assessment.

It is not yet outstanding because

- The childminder does not always give children enough time to predict what may happen and to test their ideas, for example, as they explore water.

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, such as self-evaluation, written views of parents and learning diaries.
- The inspector and childminder discussed safeguarding procedures.

Inspector

Rachael Williams

Full report

Information about the setting

The childminder registered in 2004. The childminder lives with her husband and adult son in the Bedminster area of Bristol. Childminding mainly takes place on the ground floor. Children have access to the lounge, dining room, kitchen and downstairs bathroom and the first floor for sleeping. An enclosed rear garden is available for outside play. The household have a cat.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She currently has eight children on roll; seven of whom are in the early years age range. The childminder works throughout the year on weekdays from 8am until 6pm. 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:

- provide children with further opportunities to predict and test ideas before providing a solution.

Inspection judgements

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

The childminder promotes children's communication and language skills effectively. She provided ongoing commentary to the children as they explored and played in the well-organised learning environment. For example, when children stated that they were wet after spilling some water the childminder reassured them. She explained that when they had finished playing they could change into some dry clothes. Children happily explored the water, transferring it to different sized and shaped containers and demonstrated good pouring skills. The childminder ensured all children were included. For example, she provided a baby bath at a lower level than the water table so that less mobile children could explore the water independently. The childminder commented well on babies' actions, such as 'you are holding the purple whale' to model language effectively. However, the childminder did not always help children to make predictions and test ideas. For example, the childminder did not question children about what they thought would happen to the water in the container with the holes before telling them what would happen. The childminder supports children's imaginative play well. She ensured small world toys were easily available and represented children's interests. She questioned children well encouraging them to think about who is going in the rocket and where they are going.

Parents are actively involved from the onset, sharing information with the childminder about what their children can do and their interests. The childminder uses this information

productively to plan initial activities to help children settle. She provides children with a broad and balanced range of exciting experiences across the areas of learning. The childminder makes detailed observations of children's engagement in activities. She uses this information accurately to identify children's next steps in learning to influence future planning. The childminder works closely with parents and other early years settings the children may attend. This helps children gain the skills they require as they move on to school. For example, the childminder encourages children's mathematical skills by encouraging counting and number recognition at every opportunity. In addition, she provides parents with ideas and resources, such as matching cards, to support learning at home.

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

The childminder organises the play space effectively. This enables children to independently access a good range of toys and resources, which include resources to reflect diversity in our society. The childminder rotates additional resources regularly and children make choices from the laminated resource sheet to assist their play. The childminder uses the local environment well to enhance children's understanding of the world and their local community. For example, regular forest school trips help children learn about nature and how to handle tools safely, such as drills and saws. Children negotiated space well as they pushed and pulled trolleys and ride on toys as they created pathways in the garden. Children become increasingly more aware of safety, for example, they shout 'beep beep' to remind others to move out of the way. The childminder reminds children not to bring ride on toys to the upper level of the garden clearly explaining possible dangers and consequences. This helps to reinforce their understanding of safety. Children are aware of expectations when they go on outings, such as wearing walking reins, and the childminder helps children to become aware of road safety. Children regularly complete fire drills so that they become accustomed to the routine. This helps children develop an awareness of how to keep themselves safe.

The childminder takes time to get to know the children through well-organised settling in visits. She gains relevant information from parents so that she can provide continuity in their home routines, such as when and where they sleep. The childminder ensures children's safety as they sleep as she does regular visual checks and records this information to share with parents. Children develop positive relationships with the childminder, who provides consistent reassurance and comfort, especially to new starters. Children behave well as they are clear on expectations and boundaries. The childminder uses age appropriate strategies to manage behaviour and she shares these with parents to have a consistent approach. For example, when a younger child took the rabbit another child was playing with the childminder intervened, offering a clear explanation. She suggested an alternative toy so that they could play together.

Children are familiar with routines. For example, they know to sit at the table and wipe their hands when it is snack time. The childminder offers a selection of fruit and children make healthy choices as they develop preferences. The childminder used daily routines well to promote learning, such as giving children the responsibility of counting out five

grapes for each bowl. This supports children in their counting and early calculation skills ready for their next steps in learning. The childminder maintains hygiene well following health and safety guidance, such as safe food preparation and storage. The childminder carefully considers nappy changing arrangements enabling her to supervise all children while maintaining children's privacy. She consistently talks to children as she changes nappies providing reassurance and comfort.

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

The childminder has good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. Parents comment favourably about the 'high standard of care' their children receive. The childminder has a good understanding of her policies and procedures, which she regularly reviews, and implements effectively. All required documentation is in place and stored safely and securely. The childminder provides a safe and secure environment, which children happily explore. She has completed comprehensive risk assessments of all areas used by the children and completes daily checks to enable children's well-being. The childminder has a good understanding of maintaining ratios and uses an accurate record of children's daily attendance to monitor this. The childminder has a good understanding of child protection issues. This enables her to take prompt action if she has a concern about a child in her care.

The childminder has made good progress since her last inspection, addressing issues successfully. For example, she demonstrates an accurate understanding of the learning and development requirements. She successfully plans an exciting range of experiences that builds on children's knowledge and encompasses children's interests and next steps in learning effectively. The childminder monitors children's progress well addressing any potential gaps in children's learning effectively. This means that they are well-prepared for their next steps in learning. The childminder uses self-evaluation well to reflect on her practice and to identify areas for development accurately. She has a positive attitude to her professional development and has identified future training, such as holistic play. She regularly seeks support and advice from other childminders and early years advisers to promote good practice.

The childminder works cohesively with parents and other early years settings the children attend. This enables a regular flow of information to maintain continuity in children's care, learning and development. The childminder consistently invites feedback from parents, such as contributions to the learning diary and daily communication diary of children's achievements at home. She finds this information very valuable and uses it productively to plan future activities, such as supporting children's early writing skills using stencils. Parents make positive comments about the childminder, such as how she is 'patient' and 'provides an excellent environment where children have grown and gained confidence'.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY292195
Local authority	Bristol City
Inspection number	985149
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	13/08/2013
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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