

<b>Inspection date</b>	08/09/2014
Previous inspection date	14/10/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 engages children in a range of exciting activities to stimulate their learning.
- There are effective assessment arrangements, which include valuable contributions from parents, to enable the childminder to identify children's next steps in learning accurately so that children make good progress from their starting points.
- The learning environment is well organised so that children can confidently explore different resources and make choices about their play.
- There is good communication between the childminder, co-childminder and assistant to ensure that they organise themselves effectively to support children's care and learning needs.

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

- The childminder does not always encourage younger children to fully explore and experiment in their play to discover new things, for example, during cooking activities.
- The childminder does not enhance children's early writing skills by providing a learning environment rich in labels, pictures, and signs.

## 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 the children as they played.
- The inspector sampled a range of documentation including parent's written views, learning diaries and self-evaluation.
- The inspector talked with the childminder about safeguarding practices and her understanding of procedures.

## Inspector

Rachael Williams

## Full report

### Information about the setting

The childminder registered in 2013. She works two days a week from her co-childminder's property in the Knowle area of Bristol. Minded children are predominantly cared for on the ground floor of the premises, with bedrooms on the first floor used to accommodate children's sleep. There is an enclosed garden to the front and side of the property for outside play. The co-childminder has two cats. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently eight children in the early years age range on roll attending on a part time basis. The childminder supports children learning English as an additional language. The childminder works alongside an assistant.

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

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

- encourage younger children to explore and experiment in their play to discover new things
- develop an environment rich in print to promote children's early writing skills.

### Inspection judgements

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

The childminder involves parents in children's learning from the start. For example, they complete an all about me form to share what they know about their children, to influence the childminder's initial planning. Through ongoing discussions with parents and children, the childminder has good knowledge of children's interests and their achievements at home during the summer holiday. Therefore, she can provide an exciting range of activities, both child-initiated and adult-led, to promote children's learning. The childminder makes detailed observations of children's engagement in activities. She uses this information well to monitor children's progress and to identify their next steps in learning.

Children are actively involved and thoroughly enjoy the varied experiences. For example, children were keen to involve their friends as they played with the guttering and commented 'I can have this one and you can have this one' as they shared the balls with their friends. Children communicated well 'Look, I'm rolling it down to the water' as they explained what they were doing. This shows their understanding of how to use language to express themselves. Children confidently explore the well-organised learning environment. They used mathematical language well as they played with the dinosaurs in

the sand, describing how they grow 'bigger and bigger' when they eat. Children showed good coordination as they used a variety of tools to fill containers and develop their ideas. The childminder follows children's ideas well, such as providing paper bags during children's role-play. Children pushed the shopping trolley competently negotiating pathways well as they selected different items to buy. Younger children have good opportunities to explore sound, such as banging a metal tin with plastic tubing. The childminder interacts well, copying children's movements and extending their ideas, such as blowing through the tube, and using a beater to make different sounds on the xylophone to compare. The childminder commentates on children's actions so that they can link words to their movements as they increase their vocabulary.

Children thoroughly enjoy sharing familiar stories. The childminder positioned herself well so that all the children could see the pictures and had the opportunity to answer questions. Children listened well responding to her questions as they identified where the spider is hiding on the page. Children are beginning to identify the initial sound of words, such as commenting that spider begins with S. Children confidently sang familiar songs, such as 'incey wincey spider', on their own, showing how they make connections in their learning. Children were encouraged to describe how the spider's web feels and described it as 'sparkly' and 'tickly'. These group times help children to gain the skills they will need as they move on to pre-school.

Children benefitted from the positive interactions from the childminder as they sat together to make milkshakes. The childminder provided clear explanations so that children were aware of the process. Children demonstrated good independent skills as they peeled their banana and used their knives safely to cut it into smaller pieces. Children confidently counted the slices of banana into the bowl. The childminder helped children develop their communication skills as she questioned them about how the banana felt. Children described it as 'squodgy'. However, younger children were not encouraged to explore and experiment with other ingredients, such as the yoghurt, to discover new things and experiences. Children used tools well to mix the banana, such as a potato masher. Children took turns well, showing good social skills. Children are beginning to persevere with difficult tasks, such as removing the milk seal, and the childminder praised their achievements.

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

The childminder works cohesively with her co-childminder and assistant to provide a well-organised learning environment. Children happily choose from a broad range of high-quality toys and resources that meet their developing needs. For example, the childminder supplies a range of resources to help younger children as they become more mobile, such as a wooden trolley. The childminder takes photographs of these momentous milestones to share with parents. There is a good range of open-ended resources, such as fabrics, for children to develop their imagination. Through effective partnership working with parents, the childminder supports children in their self-help skills well ready for their next steps in learning. For example, the childminder has provided appropriate equipment to help

children in their toilet training. She provides regular reminders, incorporating visits to the toilet into familiar routines. Children develop strong relationships with the childminder and their friends. For example, noticing that a younger child is unhappy when they have their nappy changed, children are very kind and helpful, finding a toy to reassure them. Children have a good sense of belonging as the childminder displays their creations prominently for parents to view. However, the childminder does not consistently label the environment with words, pictures and signs to encourage children's early writing skills.

Children have good opportunities to learn about healthy lifestyles. They regularly play outside and enjoy being active through activities, such as visits to the park to use large play equipment. Children enjoy healthy and nutritious snacks and meals prepared in a scrupulously clean kitchen. Children are fully aware of the need to wash their hands before they eat. The childminder has provided individually labelled towels for children to reach independently to reduce the spread of germs. The childminder encourages children's independent skills well. For example, they served themselves a nutritious lunch of rice, a selection of vegetables, chicken and mackerel. Children developed good social skills as they sat together with their friends and adults, who are good role models. Children become increasingly more aware of their own needs. For example, they helped themselves to their photographic labelled cup when they were thirsty. Children learn how to keep themselves safe as they complete regular fire drills with the childminder to support their understanding of evacuation procedures. The childminder provides children with clear explanations on boundaries and expectations when on outings, such as wearing reins, holding hands and learning about road safety. Parents comment favourably about these experiences stating that their children 'love going to the park, farm and getting out and about'.

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

The childminder has a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. She maintains an accurate record of children's attendance to ensure that she maintains the correct ratios at all times. She has a good knowledge of who may collect the children, as parents have recorded this information on children's individual records; in an emergency, the childminder would use a password to ensure she only releases children to named and known adults. The childminder, alongside her co-childminder and assistant, has completed comprehensive risk assessments of all areas used by the children to maintain their well-being. This includes appropriate measures to prevent children leaving the premises unsupervised, such as the installation of a safety chain on the front door and a self-closing gate. There are good systems in place to ensure her assistant can work directly with the children, following appropriate vetting procedures to determine her suitability. The childminder and assistant have good knowledge of child protection issues. This will ensure that adults take appropriate action should they have a concern about a child in their care.

The childminder works effectively with her co-childminder to create informed action plans

to drive continuous improvement, such as to develop the outdoor area to improve the digging area and provide a mud kitchen. The childminder uses these evaluations well to identify training needs. She has a positive attitude to develop good practice further, such as visiting other early years provision, especially to promote the Montessori principles. She has regular communication with her early years adviser and other childminders to guide good practice. The childminder has made good progress since her last inspection and has addressed the issues arising, such as providing a safe and secure environment.

The childminder has a good knowledge of the learning and development requirements of the Early Years Foundation Stage. She has effective systems in place to plan a varied and balanced range of exciting experiences and reviews these activities well to ensure they support children's learning styles. This enables children to make good progress in their learning and development in all areas of the educational programme.

The childminder works closely with parents to enable the sharing of information on a regular basis, such as through newsletters, a daily communication diary and the sharing of learning diaries. This ensures that the childminder keeps parents well informed about their children's achievements. She works well with parents to support children learning English as an additional language. For example, she discusses parents expectations and how best to help children develop good communication skills. She has obtained key words in children's home languages to use alongside English. There are good arrangements to share information with other early years settings children attend, which includes children's next steps in learning to provide continuity in children's care, learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	EY455441
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	963520
<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>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14/10/2013
<b>Telephone number</b>	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

