

Inspection date	15/09/2014
Previous inspection date	04/05/2011

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 provides good support for children's independence and uses purposeful discussions to promote their speaking and listening skills effectively. This prepares children well for school.
- Children are eager to learn because the childminder responds well to what they say and do. She extends their learning in response to their interests.
- The childminder has a good knowledge of the learning and development requirements and provides consistently good quality teaching overall.
- The childminder has a good awareness of how to safeguard children and promote their well-being.

It is not yet outstanding because

- The childminder occasionally misses opportunities to encourage children to think for themselves and consider simple problems relating to cause and effect.

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 outdoors.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector checked safeguarding information, the premises and arrangements for working with an assistant.
- The inspector took account of the childminder's self-evaluation and parents' written feedback.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

The childminder registered in 2010. She lives with her husband and two children, of whom one is in the early years age range. They live in a house in Hanham, Bristol close to shops, parks, schools and public transport links. Children have use of the whole of the ground floor, which consists of a lounge, kitchen and toilet facilities. There is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder works with her mother who is registered as her assistant. They are currently caring for eight children in the early years age range. The childminder walks or drives to pick up and drop off children from the local pre-school. She holds a childcare 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:

- strengthen children's awareness of cause and effect by consistently posing challenging questions and encouraging them to think more critically during practical activities and play.

Inspection judgements

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

The childminder has a good awareness of how children learn through play, and plans challenging experiences and activities. She knows the children really well. This is because she seeks good information from parents on what they know about their children before they start at her setting. Through regular observation and continuing to work with parents, she is able to plan effectively for children's next stages of development. This prepares them well for school. The childminder is sensitive to what the children enjoy and consequently identifies how to continue to motivate them to learn. For example, at the inspection she suggested that children might like to make flags as she observed their interest in building sandcastles. As a result, all children make good progress in their learning and development.

The childminder plans interesting activities and extends children's learning through skilfully promoting all areas of development. For example, through children's interests in textures and love of cars the childminder planned an activity using breakfast cereals. As a result, children described the textures and sounds; noticed marks the wheels left behind and recognised letters in their name. The childminder encouraged the children to recall hearing the refuse lorry. They talked about what it had been doing as they played with a toy version. In addition, children used mathematical descriptions and created roads.

Children develop mathematical skills throughout their activities. They learned about volume and used terms such as more or less, while playing with water for example. In addition, they noticed that leaves float. However, the childminder occasionally misses opportunities for children to extend their understanding of cause and effect. For example, she told the children that the cereals were getting smaller as they crunched them up. Also, when children suggested that they would use a fork to eat soup, the childminder informed them they would need a spoon. This means she does not fully encourage children to think for themselves. For example, by encouraging them to describe what would happen if they used a fork or by using practical experiences to find out. The childminder provides a good role model for learning, joining in with children's games and, generally, asking questions. She answers their questions and helps them to think of ways to solve problems. The childminder demonstrates how to use equipment and supports children well to practise for themselves. This means that children continually develop new skills.

Children are very secure in their key areas of development, which supports them very well in preparation for their next stage of learning. The childminder makes good use of daily routines to promote children's development further. For example, the childminder encouraged them to use a dustpan and brush together to help sweep up after an activity. This promotes their physical development as well as their personal, social and emotional development. Children peeled their own fruit and shared the pieces evenly. They also linked sounds to letters as they found their name on their placemat. The childminder provides just the right amount of support for children to succeed, while challenging them to do as much as they can for themselves. The childminder makes good use of props to encourage children's participation in songs and stories. For example, they used a song sack to pick out items such as a spider. The children then named and sang the song, remembering it when they found a spider in the garden. They counted its legs and looked closely at its features, so that when they made one from play dough they recalled what they had seen. This helps them to make links across their learning. These practical activities also lead to purposeful talking and listening supporting children's communication skills and extending their vocabulary.

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

The childminder provides a very welcoming, child-centred environment, where children can choose from a good range of resources indoors and outdoors. Most are in low-level boxes and the childminder labels them with pictures to make children's selection easier. Consequently, children found a watering can, filled it up from the water tray and used it on the plants. This initiated a discussion about caring for plants and what they need to grow. The childminder displays posters of shapes and letters and uses a visual timetable and calendar with the children. This helps children to lead their own learning and to understand the routines. A good range of equipment enables children's independence. For example, children sat at a child size table to help prepare snack and used a low step to reach the sink to wash their hands. Children play with a good range of resources that reflect diversity in society so that they develop a positive awareness of people's differences. The childminder meets other childminders at a venue where they set up activities for all their children and plan outings. This provides opportunities for children to

have a wider circle of friends and take part in a greater range of experiences.

The childminder protects and promotes children's welfare through implementing her good safeguarding procedures. She attends training and has good written guidance to support her in recognising if a child may be at risk. Both the childminder and her assistant have current first aid certificates and a good supply of equipment. This enables them to deal efficiently with any accidents. Children learn good healthy practices. They know to wash their hands before eating or after using the toilet for example. By finding their photograph, they recognised their individual towels, this helps to prevent cross contamination. Children develop a good understanding of healthy eating because the childminder empowers them to make choices. The childminder cleans the table and uses placemats to protect children's health further. Children have daily opportunities to be outdoors, use large equipment and learn the benefits of exercise. They regularly take part in practising the emergency evacuation procedures, wear high visibility vests on outings and learn about road safety. These practical experiences help them to understand about keeping safe.

Children are very polite, share and develop a positive awareness of each other's needs and opinions. This is because the childminder is a good role model. The childminder thanked the children for their help and kindness and as a result, the children thanked each other, for example. The childminder supports children well with settling-in and now offers home visits. This helps children get to know her in surroundings familiar to them. Consequently, children are happy and confident in the childminder's home. This promotes their emotional well-being further and supports positive relationships. This prepares children well in feeling secure to move on to pre-school or school.

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

The childminder meets the requirements of the Early Years Foundation Stage well. She understands her responsibilities to safeguard children and how to promote their welfare. The childminder carries out good risk assessments of her premises and for outings. This enables her to take effective action or install safety equipment, while promoting children's independence. The childminder has all the required documentation in place, which she stores confidentially. She ensures that while working with her assistant she takes responsibility for ensuring children receive good quality care and teaching. She provides her assistant with guidance and promotes effective practice through supervision. The childminder has a good understanding of the importance of monitoring children's progress, including completing the required progress check for two-year-old children. This helps to ensure that any gaps in children's learning close quickly.

The childminder has addressed the recommendations raised at the last inspection. She now has good systems of self-evaluation. These systems help the childminder to identify what she can do to improve outcomes for children. For example, the childminder now uses her observations well to identify children's next stages in development. She has recently re-evaluated how she records children's development and is currently implementing an

online system. The childminder considers that this will make children's development records more accessible to parents. She evaluates and revises her provision with her assistant and seeks parents' and children's feedback. In addition, she attends regular clinics with the local authority advisor to ensure she is up to date with legislation and requirements. This also helps her to identify any training or personal development for herself and her assistant. As a result, they are currently seeking further training in planning, observation and the revised Special Educational Needs and Disability Code of Practice.

The childminder and her assistant have strong partnerships with parents. All parents comment very positively on the childminder's practice and arrangements for exchanging information. The childminder informs parents of her role as a key person and any changes to her practice, including how she continues to meet children's care and learning needs. The childminder works well with other providers children attend, which ensures a consistent approach towards supporting all children to make good progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. 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	EY417982
Local authority	South Gloucestershire
Inspection number	845205
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	8
Name of provider	
Date of previous inspection	04/05/2011
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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