

Inspection date	15/01/2015
Previous inspection date	29/06/2009

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

- Children progress well in their learning, because the childminder has a good understanding about their individual needs and interests, and meets these effectively.
- Children enjoy a range of activities, including regular access to the outside space, so they are able to explore the world around them.
- The safeguarding requirements are met well, which helps to promote children's well-being effectively.
- There are good partnerships with parents and regular verbal information is shared with them, so they are able to contribute to their children's learning.

It is not yet outstanding because

- As resources are stored in a cupboard, it is not always easy for the young children to freely access them and make their own choices of what they would like to play with.
- Although the childminder has made contact with the other early years settings children attend, she has not started to share information effectively so that all adults are able to contribute to children's learning and development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom, lounge and garden.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation including children's records and safeguarding procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The childminder registered in 1996 and is on the Early Years Register and the compulsory part of the Childcare Register. She lives with her husband and one adult child in Henleaze, Bristol. Children have access to a separate play room, toilet, kitchen and lounge. There is a fully enclosed garden available for outside play. The childminder currently has a total of five children in the early years age group on roll. All children attend on a part-time basis. The childminder takes children to local parks and the library. The childminder only offers care to children in the early years age group who have not yet started school.

What the setting needs to do to improve further

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

- strengthen partnerships with other early years settings that children attend, so all adults are able to contribute to children's progress
- improve children's access to resources, so they are able to make choices for themselves and develop more independence.

Inspection judgements

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

Children progress well in all areas of their learning and development, because the childminder has a good understanding about how children learn. She is able to discuss how she challenges children according to their level of learning and stage of development to help them progress. As a result, teaching is of a consistent level to support children's progress in all areas of learning.

Children develop well in their personal, social and emotional development. The childminder's consistent teaching methods help children learn skills such as, by reminding them to share and take turns. The childminder offers praise and encouragement to the children as they achieve and this helps to build children's confidence and self-esteem. Children are reminded by the childminder to ask politely for a toy if one of their friends has it. She also takes time to explain to children that they may have to wait until their friend has finished with the toy.

Children make progress in their physical development through regular and free access to the garden. They are able to ask to go outside at any time and thoroughly enjoy exploring the outside space safely. Children enjoy banging special pieces of wood together. They talk with the childminder about how long the wood is and if they all look the same. This

helps children's developing mathematical skills and they compare lengths and patterns. Children talk about what they have made previously with the wood. This helps them remember and talk about past events. The younger children enjoy the outside area running and exploring. They experience the weather and the childminder talks to them about how cold and windy it is and if it is going to rain. This encourages children to learn about the weather and promotes their understanding of the world. Children are able to wander freely between the inside and outside space, which enables them to develop their play in both areas. The childminder teaches children to be careful with the pieces of wood explaining they need to be kept low so they do not hurt themselves. This helps children understand about taking risks and consequences of their actions.

Young children progress well in their communication and language skills because the childminder speaks to them constantly as they play. She constantly uses open questions to help children think and problem solve. For example, when children play with cars and toy motorbikes, she asks them why the person needs to wear a helmet and what it protects. The childminder is supporting young children's emerging language skills through speaking clearly to them using easy words they recognise and repeating words back to them so they know she has understood what they have said. This helps children develop confidence in using language for speaking and communicating. Children enjoy looking at books alone and with the childminder. She sits in a comfortable chair with the children and reads to them, but is careful to allow them time to look at the pictures and talk about what they are seeing. This helps children learn new words and develop a love of books and stories. Teaching is of a consistently good standard to support children's eagerness to learn. As a result, children are acquiring the skills, attitudes and dispositions they need to prepare them for their next stages of learning, such as pre-school or school.

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

Children demonstrate they feel safe, secure and comfortable in their surroundings. They have developed close bonds with the childminder, who offers plenty of reassurance and comfort to the children when required. Children are well behaved and interact well with each other as they play. The young children are beginning to learn about the consequences of their actions through clear guidance from the childminder. For example, when a young child hurts another, the childminder explains to them why it was not a nice thing to do and how they hurt their friend. The young children say 'Please' and 'Thank you' with little or no prompting from the childminder.

The environment is warm, welcoming and safe for children to play and explore. Resources are in good condition and varied. Children gain some levels of independence through being able to use the toilet with little or no supervision. They are also encouraged to try and put their shoes and coats on before going outside. The childminder stores resources in a cupboard in the play room and although children have access to this, the door remains closed most of the time. Consequently, young children are not always able to freely access a different selection of resources without asking the childminder. This means at times, children are not able to make their own choices in their play and develop their independence fully. The childminder does guide the younger children to different activities

if needed and will change the toy boxes when she feels different resources are needed. This ensures children are well occupied and interested in what is on offer.

Young children are beginning to learn about healthy lifestyles. They enjoy healthy snacks and meals provided by the childminder. They understand the rules of the home, such as sitting to eat and drink. They sit and eat well at meal times. Children understand they need to wash their hands before eating and after using the toilet. Separate hand towels help to prevent the spread of infection. The childminder is a good role model, who has good personal hygiene procedures and maintains children's privacy when nappy changing. Children have good opportunities to explore the world around them through regular access to the garden space. Children enjoy riding cars and running around which helps them develop a positive attitude towards fresh air and exercise. Children have access to natural materials such as pieces of wood, so they can build and create. Children are being prepared well for their next stages in their development.

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

The childminder has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. She has a clear understanding about the procedures to follow should she have any concerns about children in her care. She maintains a welcoming and secure environment where children can play safely. Effective risk assessments help her ensure the premises are safe when children are present.

The childminder has a good understanding of her responsibilities in meeting the learning and development requirements. The childminder is fully aware of the children's interests and individual needs and meets them effectively. She is able to confidently discuss the stages of development for each child and how she provides challenging activities to help children progress. She carries out progress checks when children are aged two years and shares these with parents. These contribute to helping her meet each child's needs.

There are good partnerships with parents. The childminder shares verbal information with them when they drop off and collect their children. Parents have access to a photograph album which shows what activities their children have taken part in while at the childminder's home. The childminder has a notice board in the playroom, on which she puts relevant information for parents, such as the menu and sleep times. Parents' written comments are very positive about the childminder and the care she provides. The childminder has shared some information about children's development with other early years settings that children attend. However, she does not obtain information from these settings to promote consistency in children's learning and development to help maximise the progress they make.

The childminder has worked hard since her last inspection to improve her practice. She has completed training to help her improve her teaching methods and support children's learning. The childminder has completed an evaluation of her practice and has clearly

identified areas she would like to improve. This demonstrates her drive to provide good quality childcare.

The Childcare Register

The requirements for the compulsory 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	136368
Local authority	Bristol City
Inspection number	813878
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29/06/2009
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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